

Academic
English
Writing

Content:

Grammar And Punctuation.....	7
1 Verb Tenses And Conjunctions.....	7
1.1 Introduction	7
1.2 Verb Tenses	7
1.2.1 Simple Tenses	7
1.2.1.1 Simple Present.....	7
1.2.1.2 Simple Past.....	7
1.2.1.3 Simple Future	7
1.2.2 Progressive Tenses	7
1.2.2.1 Present Progressive.....	7
1.2.2.2 Past Progressive.....	8
1.2.2.3 Future Progressive	8
1.2.3 Perfect Tenses	8
1.2.3.1 Present Perfect	8
1.2.3.2 Past Perfect	8
1.2.3.3 Future Perfect.....	8
1.2.4 Perfect Progressive Tenses	8
1.2.4.1 Present Perfect Progressive.....	9
1.2.4.2 Past Perfect Progressive	9
1.2.4.3 Future Perfect Progressive.....	9
1.2.5 Present Perfect vs. Present Perfect Progressive	9
1.2.6 Present Perfect vs. Simple Past	10
1.3 Conjunctions And Punctuations.....	11
1.3.1 Sentence Types	11
1.3.1.1 Simple	11
1.3.1.2 Compound.....	12
1.3.1.3 Complex	12
1.3.2 Coordinate Conjunctions.....	12
1.3.2.1 Simple Sentences.....	12
1.3.2.2 Compound Sentences.....	12
1.3.2.3 Compound Sentences vs. Compound Verbs	13
1.3.3 Review	15
2 Compound and Complex Sentences.....	17
2.1 Compound Sentences	17
2.1.1 Sentence Types	17
2.1.1.1 Simple.....	17
2.1.1.2 Compound.....	17
2.1.1.3 Complex	17
2.2 Adverb Clauses And Complex Sentences.....	19
3 More Commas, Parallel Structure, And Sentence Variety.....	23
3.1 More Uses Of Commas	23
3.1.1 Introductory Phrase	23
3.1.2 Interrupting Phrases	23
3.1.3 Other Interrupting Elements	24
3.2 Therefore vs. Therefore	24
3.3 Parallel Structure.....	25
3.4 Sentence Variety.....	26
3.4.1 Simple.....	27
3.4.2 Compound.....	27
3.4.3 Complex.....	27
3.4.4 Compound-Complex.....	27
3.4.5 Adverbs.....	27
3.4.6 Prepositional Phrases	27
3.4.7 Other Transitions	27
3.4.7.1 Adverb Addition	27
3.4.7.2 Sentence Length	27
3.4.7.3 Synonyms.....	28

Getting Started With Essay Writing.....	31
1 Introduction To Essays.....	31
1.1 What Is An Essay?	31
1.1.1 Parts Of An Essay	31
1.1.1.1 Title	31
1.1.1.2 Introduction.....	31
1.1.1.3 Body Paragraphs.....	31
1.1.1.4 Conclusion.....	31
1.1.2 Purpose Of The Paragraphs	31
1.1.3 Types Of Essays	32
1.1.3.1 Illustration.....	32
1.1.3.2 Argument	32
1.1.3.3 Classification.....	32
1.1.3.4 Compare / Contrast.....	32
1.1.3.5 Cause / Effect	32
1.1.4 Rules Of Academic Essays	32
1.1.5 Different Kind Of Essays.....	33
1.1.6 Summary	33
1.2 Introduction Paragraphs	34
1.2.1 Hooks	34
1.2.1.1 Surprising Statement.....	34
1.2.1.2 Anecdote (Story).....	34
1.2.1.3 Question.....	34
1.2.1.4 Quotation	34
1.2.1.5 Statistic	34
1.2.2 Funnel.....	35
1.2.3 Thesis Statement.....	35
1.2.3.1 Things To Avoid!.....	36
1.3 Body Paragraphs	37
1.3.1 Structure Of Body Paragraphs.....	37
1.3.1.1 Topic Sentences.....	38
1.3.1.1.1 Topic Sentences Support The Thesis Statement.....	38
1.3.1.2 Supporting Ideas	38
1.3.1.3 Details and Examples	39
1.3.1.4 Putting It Together	40
1.3.2 Coherence.....	40
1.3.2.1 Revising for Coherence.....	41
1.4 Paragraph Basics	42
1.4.1 How to write a Paragraph.....	42
1.4.2 Paragraph Structure.....	42
1.4.2.1 Topic Sentence	42
1.4.2.2 Supporting Ideas	43
1.4.2.3 Conclusion Sentence	43
1.4.2.4 The Paragraph	44
1.4.2.5 Unity	44
1.4.2.6 Cohesion / Coherence	44
1.4.2.7 Summary.....	44
1.5 Conclusion Paragraphs	45
1.5.1 How To End The Essay.....	45
1.5.2 Remember Your Thesis And Topic Sentence	45
1.5.3 Other Ways To End An Essay.....	46
1.6 The Writing Process.....	46
1.6.1 Prewriting.....	46
1.6.1.1 Clustering	46
1.6.1.2 Outlining	47
1.6.2 Writing.....	47
1.6.2.1 Rough Draft.....	47
1.6.3 Rewriting.....	48
1.6.3.1 Revising	48
1.6.3.2 Editing	49
1.6.3.3 Final Draft	49

2	Writing Compare/Contrast Essays.....	51
2.1	Compare/Contrast Essay	51
2.2	Compare/Contrast Writing	51
2.2.1	What Is Compare/Contrast?.....	51
2.2.2	Before you write	51
2.2.3	Thesis Statement	52
2.2.4	Method of Organization	52
2.2.5	Planning your Essay	52
2.3	Teacher Discusses a Compare/Contrast Essays	53
3	Writing Cause/Effect Essays.....	55
3.1	Introduction	55
3.2	Cause/Effect Writing	55
3.2.1	What Is Cause/Effect?.....	55
3.2.2	Before you write	55
3.2.3	Thesis Statement	55
3.2.4	Outline for Causes Essay	56
3.2.5	Sample Cause Essay	56
3.2.6	Outline for Effects Essay.....	56
3.2.7	Sample Cause Essay	56
3.2.8	Planning	57
3.3	Teacher Discusses A Cause/Effect Essay.....	58
4	Writing Argument Essays.....	61
4.1	Introduction	61
4.2	Argument Essay	61
4.2.1	What is Argument?	61
4.2.2	Sample Argument Topics	61
4.2.3	Before you write	61
4.2.4	Thesis Statement	62
4.2.5	Consider Opposing Points	62
4.2.6	Kinds of Body Paragraphs.....	62
4.3	Teacher Discusses An Argument Essay	63
Additional Readings		65
1	Transitions	65
1.1	Conjunctive Adverbs To Use As Transitions	65
1.2	How To Punctuate Transitions	65
2	Coordinate Conjunctions And Punctuation.....	66
3	Parallel Structure	66
3.1	Words And Phrases.....	66
3.1.1	Example 1	66
3.1.2	Example 2	67
3.1.3	Example 3	67
3.2	Clauses	67
3.2.1	Example 1	67
3.2.2	Example 2	67
3.3	Lists After A Colon	67
3.3.1	Example	67
3.4	Proofreading Strategies To Try	67
3.5	Usage.....	68
4	Sentence Variety	68
4.1	Strategies for Variation.....	68
4.2	Sentence Types.....	70
4.3	For short, choppy Sentences.....	70
4.4	For Repeated Subjects Or Topics	71
4.4.1	Relative Pronouns	71
4.4.2	Participles.....	72
4.4.2.1	Prepositions	72
4.5	For Similar Sentence Patterns Or Rhythms	72
4.5.1	Dependent markers.....	72
4.5.2	Transitional Words And Phrases.....	73

5 Cause / Effect Essay	73
5.1 Practice	73
5.1.1 Organization	73
5.1.2 Format	73
5.1.3 Language Use	73
5.2 Example.....	74
6 Compare / Contrast Essay.....	74
6.1 Practice	74
6.1.1 Organization	74
6.1.2 Language Use.....	75
6.1.3 Format	75
6.1.4 Topics: Choose ONE.....	75
6.2 Example.....	76
7 Argument Essay.....	76
7.1 Debatable and Non-Debatable Statements.....	76
Appendix.....	77
1 List of Illustrations	77
2 List of Tables.....	77

Grammar And Punctuation

1 Verb Tenses And Conjunctions

1.1 Introduction

In this module, you are going to do a quick verb tense review. Verb tenses are important because if you are not using good grammar in your writing, then your writing may not be effective. If you are taking this class, I assume you have studied verb tenses before. Therefore, we will just do a quick review and a little bit of practice. After that, we will do some punctuation practice, and I will show you how to use correct punctuation with conjunctions.

1.2 Verb Tenses

Now we are going to have a quick review of the twelve verb tenses in English. You should have studied these before now; therefore, this will be just a very quick review.

1.2.1 Simple Tenses

- **Simple present:**
 - Jenny plays tennis everyday.
- **Simple past :**
 - Jenny played tennis yesterday.
- **Simple future:**
 - Jenny will play tennis next weekend.

1.2.1.1 Simple Present

Simple present is used to show something that happens regularly or does not happen regularly. It shows habit. Therefore, 'Jenny plays tennis everyday,' shows us something that he does on a regular basis. The verb **plays**, you will notice, has an **s** on the end. For singular subjects we have to have an **s** on the verb in simple present tense. If it is a plural subject, you will not have any ending on the verb.

1.2.1.2 Simple Past

For simple past tense, we want to show something that happened in the past and finished in the past at a particular time. 'Jenny played tennis yesterday,' is a specific time when he did some action. To show the action that happened in the simple past for regular verbs, we just use **ed**. The hard part is for the irregular verbs, like sit or eat, you have to remember that there is a special past tense form for each of those irregular verbs.

1.2.1.3 Simple Future

To show simple future, we use the word **will** plus the simple form of the verb. Therefore, **will play** is used to show future tense. Then we have the progressive tenses.

1.2.2 Progressive Tenses

- **Present progressive:**
 - Jennifer is walking to class.
- **Past progressive:**
 - Jennifer was walking to class.
- **Future progressive:**
 - Jennifer will be walking to class.

Progressive tenses show that an action is continuing at a certain period of time.

1.2.2.1 Present Progressive

Present progressive shows what is happening right now. To make the present progressive we need two parts of the verb. We need a **be** verb and an **-ing**. If your subject is singular, then you will use the singular be verb **is**. If your subject is plural, like Jennifer and Mary, you use the be verb **are**, plus the **-ing**.

1.2.2.2 Past Progressive

For past progressive, we want to show an action that was continuing at a certain time in the past. Again, we need two parts of the verb, **be** verb and **-ing**. However, for past progressive, you use past tense be verbs, **was** and **were**. **Was** is the singular, **were** is the plural, and your **-ing**.

1.2.2.3 Future Progressive

Future progressive shows something that will be happening continuously at a time in the future. To make the future progressive, we use the word **will** and **be** and the **-ing**. **Will** is a motile that has to have a simple form of a verb after it, therefore, we do not use is or are. After will you use the simple form **be** plus your **-ing**.

1.2.3 Perfect Tenses

- **Present perfect:**
 - Steve has eaten sushi before.
- **Past perfect:**
 - Alan had not studied before he took the test.
- **Future perfect:**
 - By next weekend, I will have seen the movie 6 times.

1.2.3.1 Present Perfect

Present perfect is used to show something that happened in the past before now at a non-specific time. Alternatively, something that happened regularly in the past, lots of times, but again at non-specific times. The emphasis with present perfect is to show that something happened in the past before now. Therefore, it is related to the present, but it shows something from the past. Therefore, in the first example 'Steve has eaten sushi before.'

When did he eat sushi?

It was sometime before now, but we do not know when. To make the present perfect we need two parts of the verb. We need the present tense of **have** and if it has, singular we use **has** and we need a past participle. The past participle of eat is **eaten**.

1.2.3.2 Past Perfect

Past perfect is a little more difficult. Past perfect has nothing to do with the present. That is what different from present perfect. Present perfect **now is important**, in past perfect **now is not important**. When we talk about past perfect, we are talking about two actions in the past, and we want to show that one of the actions happened before the other action in the past. Therefore, in this example 'Alan had not studied before he took the test.'

What are the two actions?

You have **studied** and **took**; therefore, we want to show that in the past, before he took the test, he had not studied. This is a negative, but your past perfect is made by using the past tense of **have**, which is **had**, and the past participle of **study**, which is **studied**. This verb here is just simple past tense. The one that happened before the other is going to be the past perfect.

1.2.3.3 Future Perfect

Future perfect refers to two actions in the future. Again, **now is not important** with future perfect. In this example, I will have seen the new movie six times by next week; the two points in time are **seen the movie** and **next weekend**. Therefore, before next weekend, I will have seen the movie. To show the thing that happens before the other, I use the future perfect "**will have seen**." I use **will** and the verb **have** in its simple form, because it is after **will** and the past participle of **see**, which is **seen**. This future perfect shows me that this will happen before this time.

1.2.4 Perfect Progressive Tenses

- **Present perfect progressive:**
 - She has been waiting for a long time.
- **Past perfect progressive:**
 - He had been sleeping for 10 hours.

- **Future perfect progressive:**

- We will have been studying for a month.

Finally, we have the perfect progressive tenses and these combine what we already learned about the perfect with what we already learned about the progressive.

1.2.4.1 Present Perfect Progressive

Present perfect progressive must have three parts to the verb. You need **to have**, **have**, or **has**, because that makes it perfect right there. You need **been**, which is the past participle of **be**, because that is also part of making it perfect, and you need the **-ing** with your **be**, because that makes it progressive. Present perfect progressive shows that something started before now and has continued and may continue even longer. Present perfect progressive is not very different from present perfect. The emphasis is on the time that the action goes on.

1.2.4.2 Past Perfect Progressive

Past perfect progressive shows that something was happening in the past and may have been going on before something else. 'He had been sleeping for 10 hours.' That means that he was doing this action continuously for the duration of 10 hours. The **focus** is on the **length of time** that he did this. Past perfect progressive is made with a past tense of **have**, therefore, we have **had** again, and then a past participle of the **be** verb, **been**, and an **-ing**.

1.2.4.3 Future Perfect Progressive

Future perfect progressive emphasizes a continuous action in the future that lasts continuously. 'We will have been studying for a month,' has a similar meaning with the future perfect, 'we will have studied for a month.' However, because it is perfect and progressive, we are emphasizing the continuous action for some period.

1.2.5 Present Perfect vs. Present Perfect Progressive

We are going to look closer at some of the more confusing points in using correct verb tense. This part is with present perfect and present perfect progressive. Look at these two sentences and find the verbs.

What verb tenses are they?

Julie has studied French for two years.

Julie has been studying French for two years.

These two sentences have pretty much the same meaning. Many times present perfect and present perfect progressive have the same meaning and both can be used.

Bart has lived in Ireland for two years.

Bart has been living in Ireland for two years.

Sofia has worked at Apple for four months.

Sofia has been working at Apple for four months.

Here are some other examples where the two sentences have about the same meaning, but sometimes, only one of these verb tenses is correct.

Brian has been at work since 8:00.

I have seen that movie before.

The dog has been chewing that bone for two hours.

In the examples, you just saw, there is only one correct verb tense for each sentence. In the first sentence the present perfect is necessary because of this **be** verb. **Be** verbs are not usually used as main verbs in present perfect progressive.

In the second sentence, you also have to use present perfect because of the word **before**. Before is a time signal that means this action is finished. Therefore, you cannot use present perfect progressive.

In the third sentence, present perfect progressive is used to emphasize that the action is still going on. When you see for some period of time, you will know you should use present perfect progressive.

Here are some of the signal words to tell you which verb tense you should use. There could be some exceptions, but in general, the words on the left will signal present perfect, and the expressions on the right will signal present perfect progressive. These are just some examples. You can probably think of some other words for these tenses.

Present Perfect	Present Perfect Progressive
one time	for one hour
two times	for a day
once	for a year
twice	all day
before	all week

Table 1 : Signal words for present perfect and present perfect progressive

1.2.6 Present Perfect vs. Simple Past

Here we will look at another difficult issue with verb tenses.

I have already finished my homework.

We saw that movie on Friday.

In the examples, you just saw, you should have used present perfect in the first sentence because it is talking about an action that was finished before that moment. We say that now is important in that sentence.



In the second sentence, you needed simple past because the action happened at a specific time in the past, on Friday.



Let us look at some more examples.

He has been absent all week.

They had a test yesterday.

The meeting started at 3:00.

James has climbing that mountain five times so far.

I have not talked to here since Friday.

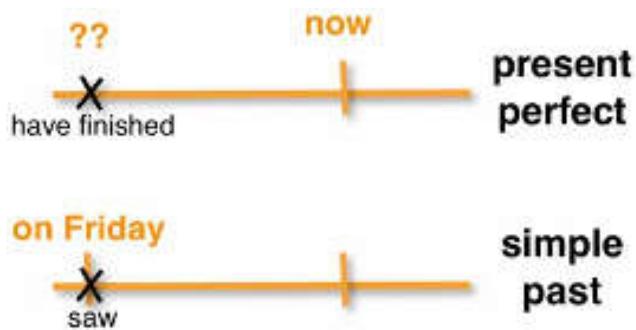
The first sentence here uses present perfect. Your key word is **all week**. This means that it has been happening in the past week, and may continue to now. Because now is important in this sentence, we need present perfect, not simple past.

In the second sentence, we use simple past, because of the keyword **yesterday**. Remember simple past is about an action that took place at a specific time in the past and is finished.

In the third sentence, we use simple past again, because we have this specific time, **3:00**. This action started and finished in the past at a specific time.

On the fourth one, we use present perfect, because we have the key word **five times** so far. When you have one time or two times, that is a key word. **So far** is also a key word for present perfect, because this means that this action has happened at sometime in the past and may continue. It is also at a non-specific time, which is what present perfect is used for.

In the last sentence, we also use present perfect. This is the negative. We use present perfect here, because of the keyword **since**. Since Friday or since yesterday, that is going to indicate present perfect. This means that the action may continue to now.



Therefore, when **now** is important, if the action is related to something that happened before now, you will use present perfect. If the action happened in the past, and it has finished, then you use simple past. In addition, again, if the time is not specific in the past, it is present perfect. If it is at a specific time in the past, it is simple past.

Present Perfect	Simple Past
already	last night
ever	last week
never	last Monday
yet	in 1979
since	at noon
so far	two days ago
	yesterday

Table 2 : Signal words for present perfect and simple past

Here are some of the key words to help you decide between simple past and present perfect. On the left, these are key words for present perfect. These words will help you see that the action was at a non-specific time in the past, and may even continue to now. On the right, we have keywords for the simple past. These will indicate that the action happened at a specific time in the past.

Try another exercise and be sure to look for key words.

Max fed the dog an hour ago.

We have not decided what to name our new baby yet.

I have lived in this house since I got married.

Let me explain the answers in the exercise you just did.

In the first sentence, we used simple past, because this action happened in the past, was finished in the past, and we have the key word ***an hour ago***.

In the second sentence, we used the present perfect, this is the negative, and we have the keyword ***yet***, but we also know this should be present perfect, because this is something at a non-specific time in the past that may continue to now.

In the third sentence, we use present perfect, because we have the key word ***since***. This is an action that happened in the past, but continues to now.

Keep in mind these keywords are just clues, not every sentence has them. If there is no keyword, the speaker or writer has to decide if he is talking about an action that happened and finished at a specific time in the past, or an action that happened at a non-specific time, and may even continue to now.

1.3 Conjunctions And Punctuations

This lesson is on conjunctions, and how to punctuate sentences that have conjunctions in them.

1.3.1 Sentence Types

1.3.1.1 Simple

Sam washed his face.

1.3.1.2 Compound

Sam washed his face, and he combed his hair.

1.3.1.3 Complex

Sam got dressed, because it was time for school.

First, you need to remember three types of sentences in English. A simple sentence has just one subject and verb, and it is called an independent clause. A compound sentence is made up of two simple sentences, or two independent clauses. Those two independent clauses are joined together, and one way to join them is with a conjunction, like and, and a comma. A complex sentence has one independent clause and one or more dependent clauses.

1.3.2 Coordinate Conjunctions

and	but
or	nor
yet	so
for	

Table 3 : Some coordinate conjunctions

Here are the conjunctions that we are talking about in this lesson. These are called coordinate conjunctions, and there are seven of them: and, but, or, nor, yet, so, and for. Those conjunctions help us to connect things.

1.3.2.1 Simple Sentences

Sam and Pete washed their faces.

Sam washed his face but not his hair.

The computer is old and broken.

We will go to the park or the market.

She bought apples, pears, and grapes.

In the first sentence here, 'Sam and Pete washed their faces,' **Sam** and **Pete** is the subject and they are connected with the conjunction **and**.

In the second sentence, 'Sam washed his face but not his hair,' **but** is the conjunction, and this is joining **face** and **hair**.

In the third sentence, 'The computer is old and broken,' the conjunction **and** is joining the two adjectives, **old** and **broken**.

In the fourth sentence, 'We will go to the park or the market,' **or** is the conjunction, and it is joining the two parts, **the park** and **the market**, both of which are nouns.

In the last sentence, 'She bought apples, pears, and grapes,' we have three nouns, and we are connecting them with the conjunction **and**.

Notice in the first sentence we had two nouns, **Sam** and **Pete**, and we had the conjunction **and**. We do not use a comma, because there are only two nouns joined. In the last sentence, we have apples, pears, and grapes. Because we have three or more nouns, we do use commas between each one, and you should notice that all of these sentences are simple sentences. Simple sentences do not use many commas.

1.3.2.2 Compound Sentences

Now let us look at compound sentences. Here we are using conjunctions to joins two sentences instead of two words.

Ben washed his face, and he combed his hair.

Jeff ate an apple, but Alex ate a pizza.

The bank is closed, so we cannot cash the check.

There was no air condition, yet we were cool.

In the first sentence, 'Ben washed his face, and he combed his hair,' our first sentence or independent clause is; 'Ben washed his face.' The other independent clause is; 'he combed his hair.' Both of those are simple sentences, and they could stand alone by themselves, but we are joining them to make a compound sentence, and we used the conjunction **and**. When we join two independent clauses with **and**, we must put a comma in front of **and**.

Look at the second sentence. Again, we have two independent clauses. The first one is; 'Jeff ate an apple.' The other simple sentence is; 'Alex ate a pizza.' We are joining them with the conjunction **but**. Therefore, we must put a comma in front of **but**.

The next one, 'The bank is closed,' is our first simple sentence. 'We cannot cash the check' is our other simple sentence. Here we are joining them with a conjunction **so**. Again, we put a comma before that conjunction.

Finally, 'There was no air conditioning,' is the first sentence. 'We were cool' is the second sentence. We are joining these two sentences with the conjunction **yet**. Therefore, we put a comma in front of the conjunction.

Here we have four compound sentences. Notice that they all have a conjunction with a comma in front. Here are some other examples.

James did his homework, and Matt read a book.
 Amy walks to school, but Julie rides a bike.
 Paul will go to a movie, or he will stay home.
 I tried to bake a cake, yet I failed.

Each of these has two sentences joined with a conjunction and a comma in front of the conjunction.

One thing I want to point out, if you are wondering, how do I know if I have two sentences?

After the conjunction, you should have a full sentence, a complete sentence. Therefore, we have: 'Matt read a book.' That is a complete sentence, because **Matt** is the subject and **read** is the verb. That is why we need to put a comma in front of and.

Look at the next one. After the conjunction, we have 'Julie rides a bike.' If you are not sure, that is a complete sentence, take it by itself, and find the subject and verb. **Julie** is the subject, **rides** is the verb. Therefore, that is a complete sentence. Because it is a complete sentence, we put that comma in front of but.

On the third one, after or we have, 'he will stay home.' **He** is a subject, **will stay** is the verb. That is a complete sentence. Therefore, now I have to put that comma in front of or.

On the last sentence, 'I tried to bake a cake, yet I failed.'

What do we have after yet?

We have the subject **I**, and the verb **failed**. That is a sentence, it is very short, but it has a subject and a verb. Therefore, that is our second independent clause, and we need to put the comma in front of yet.

Now, if I did not have a subject after the conjunction, I would not have a compound sentence, and I would not put a comma with the conjunction.

No subject after the conjunction	=	No comma before the conjunction
---	----------	--

1.3.2.3 Compound Sentences vs. Compound Verbs

Look at these sentences and you will understand.

James did his homework, and Matt read a book
 James did his homework and read a book

In the first one, 'James did his homework, and Matt read a book,' we already said this is a compound sentence, and that is why we have to put that comma in front of **and**. We knew it is a compound sentence, because we had the subject **Matt** after the conjunction. However, in the next sentence, 'James did his homework and read a book,' after the conjunction and, do we have a subject?

No, because it is the same subject as the beginning of the sentence James. This **and** is just connecting two verbs. Therefore, this is not a compound sentence, and it does not use a comma. This is just a simple sentence with a compound verb.

Amy walks to school, but Julie rides a bike.

Amy walks to school but drives to work.

Look at the next pair. 'Amy walks to school, but Julie rides a bike.' Again, we have the subject **Julie** after the conjunction, therefore, we put the comma before **but**. That is a compound sentence. Nevertheless, in the next sentence, 'Amy walks to school but drives to work,' this is not a compound sentence, because it does not have two independent clauses. It only has one subject, **Amy**, and the two verbs, **walks** and **drives**. Therefore, do not put a comma in front of but in this sentence.

Paul will go to a movie, or he will stay home.

Paul will go to a movie or stay home.

Look at the last pair. 'Paul will go to a movie, or he will stay home.' After the conjunction **or**, we have the subject **he**. 'He will stay home' is an independent clause, therefore, we need to put the comma in front of **or**. In the last sentence, 'Paul will go to a movie or stay home,' do we have a subject after the conjunction? No, we do not. After **or** we just have a verb, therefore, this is not a compound sentence. Our subject is **Paul**, and the compound verb is **will go, or stay**. That makes a simple sentence, and we do not need to put a comma.

Now check your understanding. Decide if these sentences need to use a comma or not. Write them on your paper and put the comma in the correct place.

Bears and wolves live in the mountains and in forests.

I had a steak a baked potato and some peas for lunch.

John and Yoko lived and spent time near Central Park.

We watched TV but did not enjoy any of the programs.

My dad will buy a new car or get his old one fixed.

The bus was late so I decided to take a taxi to work.

We ate pizza for dinner and had ice cream for dessert.

They took a trip to Dallas and then spent time on a lake.

Some of the sentences do not need any commas.

Check your answers now.

You will see the commas in red.

Bears and wolves live in the mountains and in forests.

I had a **steak**, a baked potato, and some peas for lunch.

John and Yoko lived and spent time near Central Park.

We watched TV but did not enjoy any of the programs.

My dad will buy a new car or get his old one fixed.

The bus was **late**, so I decided to take a taxi to work.

We ate pizza for dinner and had ice cream for dessert.

They took a trip to Dallas and then spent time on a lake.

Notice:

The first sentence did not use a comma, because it just had a compound noun. It is a simple sentence with a compound noun.

The second sentence used commas. It is a simple sentence, but remember, if we have a series of three items or more we have to use commas. Therefore, we used them here.

The third sentence does not use a comma. It does not have two sentences. If you look after **and** there is no subject.

The fourth sentence also does not use a comma. Because, again, after **but** there is no subject. This is another simple sentence with a compound verb.

On the fifth sentence, there is still no comma, because, again, after the conjunction **or** is no subject. There is no independent clause after that conjunction. This is just a simple sentence with a compound verb.

In the next sentence, we have a comma. We have the independent clause, 'The bus was late,' and then after the conjunction, we have another independent clause, 'I decided to take a taxi to work.' That is a complete sentence. It has a subject **I**, therefore, we do need to put a comma in front of the conjunction.

The last two sentences also do not have commas. Were you tricked on the last sentence after the conjunction, and? We had **then**, but then is not a subject. Therefore, you should not put a comma there.

1.3.3 Review

Don't use commas

- only 2 nouns, verbs, or adjectives

Use commas

- series with 3 or more items
- two simple sentences / independent clauses joined with a conjunction

2 Compound and Complex Sentences

2.1 Compound Sentences

2.1.1 Sentence Types

2.1.1.1 Simple

Sam washed his face.

2.1.1.2 Compound

Sam washed his face, and he combed his hair.

2.1.1.3 Complex

Sam got dressed because it was time for school.

Remember the three types of sentences that you should already know. A simple sentence just has 1 independent clause; a compound sentence has two independent clauses, and this example shows you the two independent clauses joined with a comma and the conjunction **and**. A complex sentence has one independent clause and at least one dependent clause. Remember, these are some of the conjunctions that can be used with a comma to make a compound sentence. You join two independent clauses with these conjunctions, and this makes one type of compound sentence.

and	but
or	nor
yet	so
for	

Here are some examples of those compound sentences!

The waiter brought us some water, and we looked at the menus.

We have two sentences here, and they are joined with the comma and the conjunction **and**. Look at the next one.

The cyclist used all of his energy, but he rode up the steep hill very slowly.

Again, we have two sentences, and these two sentences are joined with a comma and the conjunction **but**. This makes a compound sentence. However, there is another way to make a compound sentence and that is with transition words.

therefore	however
in addition	thus
furthermore	similarly
otherwise	then
nonetheless	also

Table 4 : Transition words

These are just some of the transition words that you can use in your writing. You need to memorize these words because they are punctuated differently than the conjunctions.

Here are some examples of this type of compound sentence.

I was late to work; therefore, my boss is not happy.

Again, I have two sentences, and I am joining them with the transition word **therefore**. Notice the punctuation. When I use a transition word, I have to put a semicolon in front of the word and a comma after the word. Look at the next example.

Saving money is not easy; however, it is a good habit to follow.

Again, I have two sentences and I am joining them with a transition word; **therefore**, I have to put the semicolon in front of the transition, and a comma after the transition. This makes a second type of compound sentence. Let us look at a couple more examples.

Jane needs to buy a new car; also, she needs money for her tuition.

Also is another transition word, and it is joining two sentences; therefore, we put a semicolon in front of it and a comma after it. Look at the next one.

He needs to study harder; otherwise, he is not going to pass the class.

We used **otherwise** to join these two sentences, and we put the semicolon in front and the comma after. Remember that list of transition words that you can use like this. You will punctuate them all the same, with a semicolon in front of the transition and a comma after the transition.

Let us check your understanding.

These are some sentences that have not been punctuated.

John lost his job, however, he will find another one.

The dog ate the food in his bowl and the food in my bowl.

The traffic was heavy on the interstate, therefore we took a different route.

I was reading a book so I did not hear you call my name.

The teacher checked our homework then she gave us a new assignment.

We got wet in the rain thus we had to change clothes.

This is good practice for you. In each sentence, decide if you need to add punctuation or not. Some of them may need no punctuation. However, if it is a compound sentence, you will need to do something. Remember that before a conjunction, you put just a comma, for a transition word, you will put a semicolon and a comma.

Let us see how you did!

John lost his job; **however**, he will find another one.

The dog ate the food in his bowl and the food in my bowl.

The traffic was heavy on the interstate; **therefore**, we took a different route.

I was reading a book, **so** I did not hear you call my name.

The teacher checked our homework; **then**, she gave us a new assignment.

We got wet in the rain; **thus**, we had to change clothes.

In the first one, we had a transition word joining two sentences. Therefore, we need to put a semicolon in front of **however** and a comma after.

In the second sentence, we just had a simple sentence. It is not a compound sentence, because after **and** we do not have a subject and verb. Remember you have to join two sentences together to have a compound sentence. In this sentence, we just have two objects joined by and, so you do not put a comma.

Look at the third sentence. We are joining two sentences with the transition **therefore**. Therefore, we put a semicolon in front of it and a comma after it.

On the fourth sentence, we joined two sentences with the conjunction **so**. Therefore, we need to put a comma in front of it.

On the fifth one, we joined two sentences with the transition **then**, so again, a semicolon in front and a comma after.

The same thing is on the last one. We had two sentences and we are joining them with the transition **thus**. So put a semicolon in front of it and a comma after it.

It is pretty easy, right?

As long as you remember the two groups of words, you put a comma in front of conjunctions and you put a semicolon in front of a transition with a comma after it.

There is one other type of compound sentence that you might use occasionally. In this type of compound sentence, we only use a semicolon to join two sentences.

Susan is very healthy; she usually walks to work.

The music was loud; everyone was dancing.

Look at the first example. Notice that these two sentences are very closely related. In addition, we rather have the meaning of and here. Susan is very healthy **and** she usually walks to work. Right? You can imagine that. When we have two sentences that are very closely related and have the idea of **and**, we can use a semicolon by itself to join the two sentences. Notice I do not have a conjunction or transition here. I am just using a semicolon, and it has kind of the meaning of **and**.

Look at the next example. Again, notice that these two sentences are very closely related. Moreover, we could imagine saying **and** here. When your sentences are closely related, you can join them with a semicolon. However, be careful that you do not use this method or this type of sentence too much in your writing, maybe only one time per page, or maybe one time per paragraph, but not more than that.

Remember, there are three types of compound sentences that you can put in your writing. The first type uses a comma and conjunction like and, but, or so. The second type of compound sentence uses a semicolon with a transition and a comma. Transitions are words like therefore or however. The third type of compound sentence uses a semicolon only. **Remember** you can only do that when the two sentences are **very closely related**.

2.2 Adverb Clauses And Complex Sentences

This lesson is about adverb clauses. Remember that a simple sentence just has one independent clause; a compound sentence has two independent clauses joined by a comma and a conjunction, and a complex sentence has one independent clause and one or more dependent clauses. We are looking at complex sentences in this lesson. Here are some examples.

[While Sam washed his face, we listened to music.](#)

Alternatively, you could say:

[We listened to music while Sam washed his face.](#)

Both of these sentences are correct. They are both complex sentences. Look at the next pair.

[Jeff ate an apple when he got home from work.](#)

You can also turn it around.

[When Jeff got home from work, he ate an apple.](#)

Both of these are also complex sentences. Look at the last pair.

[After I graduated from college, I started working.](#)

You can also say:

[I started working after I graduated from college.](#)

All of these are complex sentences, and from these examples, you can see that we can write the complex sentences in two different ways. Now before we go any further, you need to make sure you understand what a dependent clause is.

[While Sam washed his face, we listened to music.](#)

Here we have our sentence. This is a complex sentence. The dependent clause is:

[While Sam washed his face,...](#)

The reason this is dependent is that it cannot be a sentence. This is not a sentence by itself, and the reason for that is the word **while**. While is an **adverb clause connector**.

When you start with an adverb clause connector, you need a subject and a verb. We do have that, but we do not have a complete thought. While Sam washed his face, what? What is the rest of the sentence? Therefore, this is not a complete sentence. It is a dependent clause, and dependent clauses have to be attached to an independent clause. Here is another dependent clause.

[When Jeff got home from work](#)

Well, when Jeff got home from work, what? What is the rest of the idea?

We do not know; therefore, this is not a complete sentence, and the reason is the adverb clause connector **when**. Here is another example.

[After I graduated from college](#)

This is a dependent clause. It is not a complete sentence, because we have the connector **after**. Therefore, remember that dependent clauses will start with an adverb clause connector, and then they will have a subject and a verb. That group of words will make up your dependent clause, and dependent clauses are one part of complex sentences. Let us look at those sentences again.

While Sam washed his face, we listened to music.
We listened to music while Sam washed his face.
Jeff ate an apple when he got home from work.
When Jeff got home from work, he ate an apple.
After I graduated from college, I started working.
I started working after I graduated from college.

Now, we said that each adverb clause could be written two different ways. If you look at the first pair of sentences, 'While Sam washed his face,' do you recognize that?

You should know now that that is a dependent clause, because of the adverb clause connector **while**, and the other part of our sentence, 'we listened to music,' is the independent clause. Remember, a complex sentence has one independent clause and at least one dependent clause. Now in this sentence the dependent clause is in front of the independent clause. When your dependent clause is first, when it starts the sentence, we have to put the comma after the dependent clause.

In the other sentence, we changed the order. We listened to music is our independent clause, remember, but this time it is starting the sentence. Therefore, when you start with the independent clause, you do not put a comma in the sentence. There is no comma before **while**.

Look at the next pair. Jeff ate an apple when he got home from work. Can you find the dependent clause? When he got home from work is the dependent clause. It starts with the connector **when**, and because this is in the middle of the sentence, we do not put a comma. However, if we turn it around and put the dependent clause first, then we put a comma after it.

Look at the last pair. After I graduated from college, I started working. We started with the dependent clause this time. **After** is our connector, so that is the dependent clause and we have to put a comma after it. However, when we turn it around, and we start with the independent clause, we do not put a comma.

All of the dependent clauses in these sentences are called adverb clauses. Here are some of the common adverb clause connectors.

after	although
while	when
before	since
if	because

Table 5 : Common adverb clause connectors

You have probably seen these before and used them before, but now you should know how to punctuate sentences correctly with these words. **Remember** that when you see these words in the middle of a sentence, you do not put a comma. Here are some other adverb clause connectors.

even if	whether or not
in case	unless
so that	even though

Table 6 : Not as common adverb clause connectors

These are not as common, and you may not have learned these before, but they work just the same. If you put these adverb clause connectors in the middle of a sentence, you do not put a comma. If you start a sentence with one of these connectors, then you will put a comma at the end of that dependent clause.

Let us check your understanding.

We worked late because our project was not finished.
 Even though you are busy, you should eat breakfast.
 The meeting will be cancelled if we do not have enough people.
 Mitch is moving to Dallas since he cannot find a job here.
 Although this book is interesting, I do not have time to read it.
 Before I cook dinner, we need to buy some groceries.
 I will drive us to the concert unless Bob wants to drive.

Let us check your answers.

We worked late because our project was not finished.
 Even though you are **busy**, you should eat breakfast.
 The meeting will be cancelled if we do not have enough people.
 Mitch is moving to Dallas since he cannot find a job here.
 Although this book is **interesting**, I do not have time to read it.
 Before I cook dinner, we need to buy some groceries.
 I will drive us to the concert unless Bob wants to drive.

We do not put a comma on the first one, because we started the sentence with an independent clause. You do not put a comma when ***because*** is in the middle of a sentence.

The second sentence has the adverb clause connector ***even though***, and it is starting the sentence; therefore, our dependent clause is in front of the independent clause. Now we need a comma.

In the third sentence, we started with the independent clause, and our dependent clause starts with ***if***. That is in the middle of the sentence; therefore, we do not put a comma.

On the fourth one, we started with the independent clause again. Our dependent clause connector was ***since***, and that is in the middle of the sentence; therefore, there is no comma.

On the fifth one, we start the sentence with the dependent clause. 'Although this book is interesting' is a dependent clause and we put the comma after it.

The sixth one also has a comma as a connector. We have the dependent clause, 'Before I cook dinner,' starting the sentence.

The last sentence started with an independent clause. 'Unless Bob wants to drive' is the dependent clause, but it follows the independent clause; therefore no comma.

Let us review

You use a comma if a dependent clause starts a sentence. Therefore, if you see a dependent clause connector at the beginning of the sentence, find the end of that dependent clause and put a comma. The comma goes between the dependent clause and the independent clause. You do not use a comma if the independent clause starts the sentence.

It is easy, right?

3 More Commas, Parallel Structure, And Sentence Variety

3.1 More Uses Of Commas

You have already learned about compound sentences and how we join two independent clauses with a comma and a conjunction, like **and** or **but**.

Sam washed his face, and he combed his hair.

The game is difficult, but it is also fun to play.

You have also learned about compound sentences where we joined the two independent clauses with a transition word like **therefore**, and we use a semicolon and a comma to punctuate those.

Jane loves books; therefore, she reads them all the time.

You have also learned to use commas in a series or a list of things.

The dog chases rabbits, cats, and birds.

She learned to swim, kayak, and sail.

Her dress has blue, green, and black stripes.

Remember when you have a series of three or more items, that mean three nouns, verbs, or adjectives, you need to put commas between them.

3.1.1 Introductory Phrase

Now we are going to learn about using commas with introductory phrases. An introductory phrase is a group of words that starts your sentence, but does not belong to the main clause of the sentence. You can usually find an introductory phrase, because it comes before the subject of the sentence.

Due to the bad weather, our game was cancelled.

On Monday, my teacher announced a test.

After dinner, Steve watched the news.

Because of traffic, we were late to the theater.

For several months, I have been playing the guitar.

Look at the first sentence. 'Due to the bad weather' is an introductory phrase. We can take this off, and we still have the sentence, 'our game was canceled.' That is your main clause; therefore, the introductory phrase comes before the main clause, and you put a comma to separate them.

In the second sentence, 'On Monday' is the introductory phrase; therefore we put a comma after it.

In the third one, 'After dinner' is the introductory phrase, it goes before the main clause of the sentence; therefore we put a comma after it.

In the fourth one, 'Because of traffic' is the introductory phrase, and then the last one, 'For several months' is the introductory phrase.

3.1.2 Interrupting Phrases

We also need to use commas with interrupting phrases. Interrupting phrases interrupt your sentence. You will usually find them between the subject and the verb, but they can go anywhere in the sentence.

The mayor, by the way, will be at the meeting.

This is the reason, therefore, that you should buy a house.

Joe wants to buy a house, too.

Look at the first one. 'By the way' is interrupting our main clause; therefore we need to separate it with commas. If the interrupting phrase is in the middle of the sentence, you will need two commas.

Look at the second one. 'Therefore' is our interrupting phrase. We could take this word out, and our sentence would be fine without it. So 'Therefore' is interrupting the sentence, and we have to put commas around it.

In the last one too is our interrupting phrase. Now, it is actually at the end of the sentence, but its extra information, and we have to separate it with a comma. If your interrupting phrase comes at the end of the sentence, you will only use one comma.

3.1.3 Other Interrupting Elements

Here are some other interrupting elements. These are adjective clauses.

My roommate, who hates seafood, does not want me to cook shrimp.

The dress, which I bought for tonight, is too tight for me to wear.

Look at the first sentence. 'Who hates seafood,' is the extra information in this sentence, and it is interrupting the main sentence. I could take this out, but I want to use it for extra information. When I do that, I have to put commas around it. Therefore, there is a comma in front and a comma after the interrupting element.

Look at the second example. Again, this interrupting element is extra information, I am describing something about the dress, but because it is extra information, and it is interrupting the rest of the sentence, I have to separate it with commas.

Try this exercise for practice. Decide if the sentence needs commas or not.

Children whose brains are still developing should not watch too much TV.

The election was closer actually than most people expected.

In my view, there are no good reasons to steal.

Besides cash, the restaurant accepts credit cards and checks.

Quietly the mouse took the cheese and ran.

Now check your answers.

Children, whose brains are still developing, should not watch too much TV.

The election was closer, **actually**, than most people expected.

In my view, there are no good reasons to steal.

Besides cash, the restaurant accepts credit cards and checks.

Quietly, the mouse took the cheese and ran.

The words in red are introductory phrases and interrupting words. Make sure that you put commas in the correct places. Let us review.

Remember that you need commas in compound sentences that have conjunctions. You put a comma before conjunctions like **and**, **but** and **or**. You also use commas in a series when you have three or more nouns, verbs, or adjectives. We also saw that you use commas after an introductory phrase. Introductory phrases start your sentence, and they come before the subject of the sentence. Put a comma after these phrases. We also put commas around any interrupting phrases and clauses. When a phrase interrupts the rest of your sentence, you separate it by commas.

3.2 Therefore vs. Therefor

This short lesson will show you several different uses for the transition words.

Jane loves books; **therefore**, she reads them all the time.

In this sentence, therefore was being used as a connector for a compound sentence. As you have already learned, when you join two independent clauses with a transition word, you have to put a semicolon in front and a comma after.

Jane loves books. **Therefore**, she reads them all the time.

In this sentence, therefore is being used as an introductory phrase. As you already learned, introductory phrases need a comma after them.

Jane loves books and, **therefore**, reads them all the time.

You also saw a sentence with therefore being used as an interrupting phrase. **Remember**, that when a transition word interrupts a sentence, you put commas around it. Therefore, if it were in the middle of the sentence, you would have a comma before and after the transition word.

Look at some more examples. All of these sentences have therefore.

This is the reason, therefore, that you should buy a house.

Growing houseplants is difficult; therefore, I asked my mom for some help.

Mike lost his job as a police officer. Therefore, he is going back to school.

Look at the first one. This is the reason that you should buy a house is a complex sentence. Therefore is just an interrupting word, we put commas around it.

Look at the second sentence. Here we have two independent clauses, and we are joining them with therefore. Remember to put a semicolon in front and a comma after.

Look at the third sentence. Here we have two separate sentences, but in the second sentence, I am using an introductory phrase, I have to put a comma after therefore.

Here is a list of some other transition words that have different uses.

However	First
Furthermore	In addition
Likewise	Thus
Also	

Table 7 : Some other transitions with different use

Some of these words can go in the same places as therefore, but some of the words, like **first**, cannot be used as an interrupting phrase. Just keep in mind that these can be used in some different ways. It will take practice to learn how they are all used.

Allison brought her lunch to work and, thus, will not go to a restaurant with us.

Pete likes sailing; however, he does not have a boat.

Roger is a great teacher. In addition, he is a friendly person.

I saw my doctor at the park, and I saw my teacher there, also.

In the first sentence, thus was being used as an interrupting phrase. Even though that is a long sentence, it is just a simple sentence. Because thus is interrupting, we put commas around it.

In the second sentence, however was being used to join two sentences. Therefore, we use a semicolon in front of it and a comma after.

In the third sentence, we had an introductory phrase, 'in addition,' so we put a comma after it.

In the last sentence, we had an interrupting word that was at the end of the sentence, so we put a comma in front of also. Remember that transition words can be punctuated in several different ways.

3.3 Parallel Structure

This lesson is about using parallel structure. You may remember, hearing parallel structure in your math class when you talked about shapes and lines, but that is not what we are talking about here. In English, you can think of parallel, as meaning balanced, like a scale.



The scale is balanced. In English, we make parallel structure in our sentences. We make parallel structure by using the same grammar forms or grammar structures.

He loves to swim and sleep.

Cake and cookies are both fattening.

We were hot, tired, and thirsty.

In the first example here, **swim** and **sleep** are both verbs. It is important that their both verbs, because we have this conjunction and joining them with **and**. On both sides of the conjunction, we need to have the same form.

In the second example, **cake** and **cookies** are both nouns. Moreover, that is important, because they are joined by the conjunction **and**.

In the third example, we have three adjectives. It is important that they are all adjectives, because they are also joined with **and**.

<u> </u> and <u> </u>	<u> </u> but <u> </u>
both <u> </u> and <u> </u>	<u> </u> not only <u> </u> but also <u> </u>

Table 8 : Connectors needed in parallel structures

Here are some of the connectors that need to have parallel structure and we already looked at.

We saw that whatever is on both side of **and** needs to be the same form, the same is true for **but**. Whatever is in front of it or after it needs to be the same grammatical structure.

We also have **both**, **and**; whatever goes after **both** must be the same structure as what goes after **and**.

The same thing is true with **not only**, **but also**. With this connector, you need to have the same grammatical structure in both of the blanks.

I was looking for an apartment that **both** were close to my work and easy to afford.

Look at this example. We have the two connectors: **both**, **and**. Therefore, whatever follows those two words has to be the same structure. We have 'close to my work' and 'easy to afford', both of those are adjective phrases. Therefore, they are the same structure; this sentence has parallel structure.

Let us look at an example that does not have parallel structure.

I want to find a gym that is **not only** close to my apartment, **but also** I want to find a cheap one.

We have the connectors, **not only** and **but also**. Remember that whatever follows those two connectors needs to be the same grammatical structure. 'Close to my apartment' is an adjective phrase. 'I want to find a cheap one' is an independent clause. Therefore, those are not the same structure. If our sentence does not have parallel structure, then we have to fix it.

Here is one way that we could fix it, just change that independent clause to an adjective.

I want to find a gym that is **not only** close to my apartment, **but also** affordable.

Now 'close to my apartment' and 'affordable' are both adjective phrases, and we have parallel structure. Let us try correcting one more.

This one is also not parallel; can you see why?

He is afraid of being alone, **but** not to die.

We have the structure, something **but** not something else. Those two structures need to be the same form. However, before **but**, we have 'being alone'. We have a gerund. After **but** we have 'not to die', which is an infinitive. Gerunds and infinitives are not the same forms. We can correct this sentence by changing it.

We could say:

He is afraid of being alone, **but** not dying.

Now this section has parallel structure.

3.4 Sentence Variety

Sentence variety means using different kinds of sentences.

The first way we can do this is by the type of sentence. English has four types of sentence.

3.4.1 Simple

The grass grows in spring.

3.4.2 Compound

Grass grows in spring, but dies in winter.

3.4.3 Complex

Because it is too cold, grass does not grow in winter.

3.4.4 Compound-Complex

Because grass needs warm weather, it does not grow in winter, but it grows in the summer.

First, we have a simple sentence, which has a subject and a verb. 'The grass grows in spring' has one subject, **the grass**, and the verb **grows**. Now, we can have compound subjects and compound verbs. Those are still simple sentences, even if I have two things here. 'The grass and the trees grow in spring' is still a simple sentence, because it is just a compound subject, the grass and the trees.

The second type of sentence is a compound sentence, and a compound sentence joins two simple sentences together. 'Grass grows in spring but it dies in winter'. 'Dies in winter' is a simple sentence, and 'grass grows in spring' is a simple sentence. We joined those with a connector called a conjunction. You might have heard of fanboys, fanboys are conjunctions.

The third type of sentence is complex. Complex sentences have at least one independent clause, or one simple sentence, and at least one dependent clause. A dependent clause is not a simple sentence. Therefore, look at the independent clause first. 'Grass doesn't grow in winter' has a subject and a verb, just like our simple sentence up there. However, the dependent clause starts with the connector **because**, and when we have a connector this cannot be a sentence by itself. I cannot say because it is too cold. That is not a complete sentence. A dependent clause needs to have an independent clause attached to it. Therefore, if my dependent clause comes before the independent clause, we put a comma there, but I can also put the dependent clause after the independent clause, and you know we do not use a comma that way.

The fourth type of sentence is compound-complex. Compound-complex means that it is both compounds, which means it has two independent clauses and its complex; therefore, it also has a dependent clause. In this sentence, we start with the dependent clause, and then we have two independent clauses.

Right there we have four different kinds of sentences. You need to mix these types in your writing.

Another way to create sentence variety is the way we start our sentences.

3.4.5 Adverbs

Quietly, Every day, Frequently

3.4.6 Prepositional Phrases

In the morning, Due to stress, After Work

3.4.7 Other Transitions**3.4.7.1 Adverb Addition**

The last reason..., Another cause of...is..., For example, Furthermore

One way to change the beginning of a sentence is to add an adverb. Remember, adverbs often end with -ly. However, we have other adverbs, like 'every day' is an adverb that does not end in -ly. Therefore, if you start a sentence with an adverb that is a way to create variety.

You can also start your sentence with prepositional phrases. Like, 'In the morning', 'Due to stress', or 'After work'. Starting your sentence with a prepositional phrase can help your variety.

Also starting with other transitions, you have probably learned most of these transitions before. Therefore, those are several ways that you can create sentence variety.

3.4.7.2 Sentence Length

Another way to create variety is by the length of your sentence.

- **Short Sentences**
 - Use effectively
 - Avoid choppy sentences
- **Medium Sentences**
 - 10 – 15 words
- **Long Sentences**
 - 20 – 40 words

If we use too many short sentences, we get a bad style. We call that choppy. We do not want to have a choppy style. Therefore, too many short sentences make your style choppy, but short sentences can be used effectively if we mix them with medium and long sentences. In your writing, you want to try to have medium, longer sentences, but occasionally, if you throw in a short sentence after a long sentence that can create a nice style.

3.4.7.3 **Synonyms**

Another thing that helps our variety is using synonyms.

- **Repeat key nouns**
 - The employee.....the employee.....employees.....
- **Use synonyms for variety**
 - The employee.....workers.....a worker.....the staff.....employees.....
- **Say things in different ways**
 - The employee.....the worker.....the person working in an office.....a hired person.....someone employed.....

Remember that we want to repeat key nouns, repeating key nouns help your reader follow what you are saying.

If we use them too many times, that can get somewhat boring; therefore, we want to use synonyms also. If I am talking about an employee, I could use the synonym workers, or worker, or staff. You see this sentence would have nice variety, I do not keep repeating the word employee, employee, employee.

You can also say things in different ways to avoid repeating too much. I can say the employee or the worker, those are synonyms, but then I can just say it in a different way. 'The person working in an office.' Who is the person working in an office? Well, it is an employee, or a worker, but by saying it in this different way, I create some variety.

Just to review good writing uses different sentence types, starts sentences differently. It uses different sentence lengths and uses synonyms effectively. If you remember those four things, you should be able to create a better writing style.

- **Use different sentence types**
- **Start sentences differently**
- **Use different sentence length**
- **Use Synonyms effectively**

Table 9 : Sentence variety

Whenever you write an essay, remember to follow these steps.

- **Pick a topic**
- **Do some pre-writing**
- **Write a thesis statement**
- **Make an outline**
- **Begin writing**
- **Revise and edit**

Table 10 : Essay writing steps

Now, in any of these steps have you thought about sentence variety?

No, you do not think about sentence variety at these points, only in the last step when you revise and edit. That is where you need to think about sentence variety. When you are beginning to write do not worry about these things, just write naturally. Do not think too much about your grammar or the sentence types, but before you turn in your essay, when you are doing your revising and editing it is important to think about sentence variety.

Getting Started With Essay Writing

1 Introduction To Essays

1.1 What Is An Essay?

This lecture we will talk about academic essays. You will learn the important parts of an essay, and the different types of essay.

An essay is a piece of writing that is focused around only one topic. Essays have several paragraphs that help to develop the topic. Let us look at the different parts of an essay.

1.1.1 Parts Of An Essay

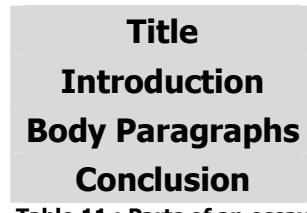


Table 11 : Parts of an essay

1.1.1.1 Title

A title tells you what the essay is going to be about.

1.1.1.2 Introduction

The first paragraph of the essay will be the introduction. The introduction might have some background information or other general statements about the topic. The most important part of the introduction is the thesis statement, which comes at the end of the introduction.

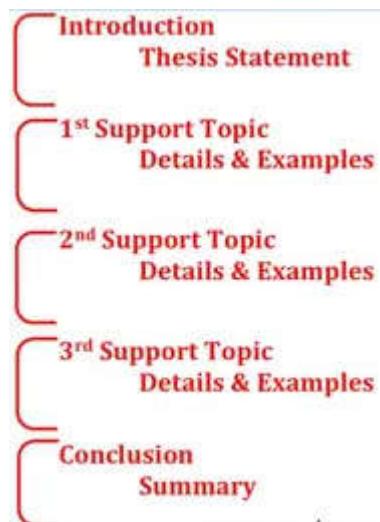
1.1.1.3 Body Paragraphs

Then there are the body paragraphs. Each essay needs at least two body paragraphs, and you can have as many body paragraphs as you need. The body paragraphs help to develop the thesis statement. That means they give reasons and examples. That helps to prove the thesis statement.

1.1.1.4 Conclusion

The last paragraph in the essay is the conclusion. A conclusion wraps up the essay. You might summarize your main points or restate your thesis. An essay needs to have all of these parts to be complete.

1.1.2 Purpose Of The Paragraphs



Here is a simpler look at the essay structure. Again, we see the thesis statement is in the introduction. That tells the reader the point that you are trying to make in the essay. Each body paragraph is a supporting topic for that thesis statement.

The first body paragraph will be your first support of the thesis so it relates directly to the thesis statement. The second body paragraph gives your second support or reason and it supports to the thesis statement as well. The same is true with the third body paragraph. This is your third support of the thesis statement.

This is an important thing to check in your essay.

If the body paragraphs are not related to the thesis statement, then they do not belong in the essay, or you need to fix your thesis statement.

1.1.3 Types Of Essays

Illustration	Compare / Contrast
Argument	Classification
Cause / Effect	

Table 12 : Types of essays

Here are some of the types of essays that use the structure we have talked about.

1.1.3.1 Illustration

Illustration is a kind of essay that supports a thesis using examples. Illustrate means to show, so this kind of essay shows the reader something through examples.

1.1.3.2 Argument

Argument is a kind of essay that proves a point by giving reasons. Each body paragraph will give another reason to support the thesis.

1.1.3.3 Classification

Classification divides a topic into categories, and each body paragraph will be a separate category. These essays have a thesis statement and several body paragraphs to support the thesis.

1.1.3.4 Compare / Contrast

Compare and contrast is a type of essay that shows the similarities between two things or the differences between two things. In this type of essay, the body paragraphs will be about the similarities or the differences.

1.1.3.5 Cause / Effect

Cause and effect will describe the causes of something or the effects of something.

These essays all use the 5-paragraph structure that we have looked at. They have an introduction, several body paragraphs, and a conclusion paragraph. These are the types of academic essays you will most likely be asked to write in schools in the US. There are several other types that are a little bit different, and I will talk about those later.

1.1.4 Rules Of Academic Essays

Here are a few other things to remember when you write an academic essay.

- **Use third person pronouns**
 - he, she, they, him, her, them
- **Cite your sources**
 - Use quotes and names of sources
- **Use correct Grammar and Punctuation**
- **Use correct format**
 - handwritten, typed, MLA, APA

All of the essay types we have mentioned so far use third person pronouns. Third person pronouns refer to other people like he, she, they, him, her, and so on. Other people mean not you and not me. You and I are first and second person, and they are not appropriate for an argument or an illustration essay. So do not use I, me, we, my, our, you, your and so on.

Next, you want to be sure to cite your sources. This means that if you use words that are not your own, maybe you got them from the internet or from a book or a magazine. If they are not your own words, you need to put them in quotation marks and give the name of the person who wrote them originally. This is very important when writing an essay that you will turn in or give to someone else. You cannot use other people's words and pretend that they are your own.

Of course, you probably know that you need to use correct grammar and punctuation in your essay. If you have mistakes, the reader will not want to read your essay.

Finally, make sure you use the correct format for the essay. This will depend what your teacher wants you to do. If the teacher says it is okay to hand write your essay without a computer, then make sure you use notebook-sized paper and write neatly. If your teacher wants you to type it, make sure you use printer paper and have enough ink in the printer to make a clean copy. You are responsible for making sure the printed essay looks good on the paper. In high-level classes, the teacher will probably require you to use MLA or APA format. These are style guides for printing your paper. Usually MLA and APA require you to have a particular kind of heading and it will have page numbers. You also have to double space the lines and use 12-point font. Always ask your teacher which format he or she wants you to use.

1.1.5 *Different Kind Of Essays*

Here are a few other types of essays that you might be asked to write, and they are different from the others that we have talked about.

- **Description**
 - a Place or Event
- **Narration**
 - a Story
- **Process**
 - how to do something
- **Definition**

These four essays use different structures. The description essay describes a place or an event. A narration tells a story about something that happened. A process tells how something happens or it tells the reader how to do something. Moreover, a definition essay does what it sounds like. It defines something. However, there is a special way to define something with an essay. These essays have some different rules that apply to them, and you will learn about those another time.

1.1.6 *Summary*

Let us review what we have learned.

- **Introduction with a Thesis Statement**
- **Body Paragraphs support Thesis**
- **Conclusion summarizes ore restates**
- **Do not use I, me, you, we, etc.**
- **Use quotes if you borrow words**
- **Use the correct format**
- **Argument, Illustration, Cause / Effect, etc.**

Academic essays must have an introduction with a thesis statement. The essay needs to have several good body paragraphs that support the thesis. The essay should end with a short conclusion paragraph that either summarizes the main points or restates the thesis statement. Remember not to use first or second person pronouns. Do not use I or me or you or we, instead use third person pronouns like he, she, or they. Also remember to use quotation marks around any words that are not your own. In addition, you need to say where you got those words from. Remember to use the format that your teacher tells you to use. Finally, there are several different types of academic essays that you might be asked to write. Argument and illustration are probably the most common of these.

1.2 Introduction Paragraphs

This is a lesson about writing introductions to essays. You will learn about hooks, the funnel method, and thesis statements.

1.2.1 Hooks

You probably know that a hook is used to catch a fish. We also use hooks to start our essays in an interesting way. A hook attracts the reader's attention and creates interest. We do this because we want to make the reader continue reading our essay.

1.2.1.1 Surprising Statement

We can use a surprising statement as our hook. For example, some people may not realize that McDonald's hamburgers can last for many years without rotting. This is something that many people do not know about McDonald's food, and it may be a good way to attract attention to an essay about the dangers of eating fast food.

1.2.1.2 Anecdote (Story)

Another way to hook your reader is with an anecdote. Anecdotes are just short stories related to your topic.

- The American soccer team was not expected to do well in the World Cup. Then they surprised everyone by beating Ghana in the first match. This early success made fans believe that the U.S. team could go far in the tournament.

Illustration 1 : Example of an anecdote

This story here about the American soccer team in the World Cup might be a way to interest your reader in an essay about sports, or about athleticism, or about American values.

1.2.1.3 Question

You can also use an interesting question as your hook. This is okay to use occasionally, but you should not use questions very often in your essays. Questions make the writer sound as if he does not know what he's talking about, or sound like he is wasting time. Get to your point rather than asking rhetorical questions. That said a very interesting question that attracts your reader's attention could be used as a hook.

1.2.1.4 Quotation

Quotations can also be used as hooks. However, again, there is a warning. Do not use quotes that everyone knows. They are not interesting to your reader. If you decide to use a quote, make sure it is relevant to your essay, and spend some time finding a quote that the reader may not have heard before and would enjoy reading now.

1.2.1.5 Statistic

You can also use a statistic to start your introduction. But again, there is a warning. Statistics can be boring, and remember the hook is supposed to be interesting enough to make your reader want to continue reading your essay. So do not use too many statistics, do not use hard to understand statistics, and do not use common statistics that everyone knows.

- Researchers have found that there are 1.22 more deaths from car accidents in rural areas than in urban areas in the U.S.



Illustration 2 : Examples of statistics

For all of these types of hooks, they have to be interesting or they will not be effective.

1.2.2 Funnel



Illustration 3 : Funnel

A funnel is used to put oil in your car, or in your kitchen, you might use it to pour liquid into a bottle. We can think of a funnel as a format for our introduction paragraph. The top of the funnel is wide. This is where we put the most general statements. If you are starting with a hook, it should be the first sentence. This is considered general because it is not really, what the essay is about. After your hook, you need to get more specific. You narrow the topic from that hook to something closer to your actual essay topic. Then finally, you end the introductory paragraph with the thesis statement. The thesis statement is specific, and has a topic and a controlling idea.

At this point, your reader should know what your essay is going to be about. Your whole introduction for a five or six paragraph essay should only be 3 – 5 sentences. If it is over six sentences, you are probably not writing a very organized introduction. Start with one general statement or hook. Then get more specific, and more specific, until finally, you arrive at the thesis statement, which is the most specific sentence in the introduction.

Here are four sentences that make up an introductory paragraph. They are not in the correct order. Remember to use the funnel method, and go from general to specific. Write the introductory paragraph.

Smallville needs more police to control gangs and drug users and to decrease violence.

In high crime neighborhoods like this, this frequently happens.

There are not enough police to protect innocent people walking home at night.

Two years ago, John Smith was robbed at gunpoint while walking home from a movie theater. The thief took his money, watch, and cell phone.

Try to arrange these sentences to a proper introduction.

Here is one way to write the introductory paragraph.

Two years ago, John Smith was robbed at gunpoint while walking home from a movie theater. The thief took his money, watch, and cell phone. In high crime neighborhoods like this, this frequently happens. There are not enough police to protect innocent people walking home at night. Smallville needs more police to control gangs and drug users and to decrease violence.

The first two sentences are an anecdote. Then, there is a general statement about high crime neighborhoods. Then, there is a more specific sentence telling why this kind of crime happens. Finally, there is an argument for more police to fight crime. The last sentence is very specific, telling us where this issue is, Smallville, and we find out what is needed, and why. This very specific sentence at the end of our introduction is called the thesis statement.

1.2.3 Thesis Statement

A thesis statement needs two things, the topic, and the controlling idea. If you are missing one of these things, then your thesis statement is not going to be very good.

What is a topic?

A topic is the subject or the thing that you are talking about. The controlling idea is what you want to say about the topic. It is where your argument is. This is the thing you are going to prove or show in your essay. The topic and the controlling idea should be as specific as possible.

1.2.3.1 Things To Avoid!

Here are some things that you want to avoid in your thesis statement.

- **Do not announce your thesis.**
- **Do not write a fact.**
- **Do not write a popular opinion.**
- **Do not use pronouns; be specific.**
- **Do not forget the two parts.**

Do not announce your thesis. Do not say, I will talk about this, or this essay is about.

Also, do not write a fact for a thesis statement. Your thesis should be arguable, and facts are not arguable.

Your thesis might be your opinion, but it should not be an obvious or popular opinion. If most people agree with you, there is no reason to write your essay. You need to say something fresh, so choose a thesis that you will have to convince the reader of.

Another thing you do not want to do is to use pronouns in your thesis. The reason for this is that you need to be specific and say what you are talking about in the thesis statement. Do not assume your reader knows what you are talking about.

Finally, do not forget the two parts, the topic, and the controlling idea.

Let's look at some examples of good thesis statements

- **Iceland is a beautiful country to visit to learn about a new culture.**
- **Eating a vegetarian diet improves health and extends life.**
- **The American Government should provide health care to all of the citizens.**

The first one tells us the topic is Iceland and the controlling idea is that it is a beautiful place to learn about a new culture.

The second thesis statement has the topic eating a vegetarian diet, and the controlling idea is that it improves health and extends life. So we know what that essay is going to explain, what it is going to be about. It is going to explain how a vegetarian diet improves health and extends life.

In the third thesis statement, we learn that the essay is about the American government, and that the essay will argue that the government should provide health care to all its citizens. We know this because the thesis statement has a topic and a controlling idea.

Here are some thesis statements that are not good

- **It is important to change it, because it will protect the environment.**
- **I will give four reasons why Germany won the World Cup.**
- **People should stop smoking, because it is dangerous for health and is a dirty habit.**
- **Saving money is important.**

What do you think is wrong with the first one?

Well, what is the topic? We do not know, because the sentence uses the pronoun it several times. What is it? Probably the student talked about the topic earlier in the introduction, and then used pronouns in the thesis statement. This is correct grammar, but it is not good writing. The thesis statement must have the topic and controlling idea specifically stated.

Look at the second sentence. I will give is an announcement. Remember, we do not want to announce our topic. That is elementary.

What is wrong with the next thesis?

It has a topic, stop smoking, and a controlling idea, because it is dangerous and a bad habit. However, this is what we would call an obvious opinion. Few people think smoking is a good idea anymore. Most people are aware that it is dangerous. Therefore, this is not a good thesis statement.

The last one is not a good thesis statement either, because it does not have a controlling idea. Important is not a controlling idea because it is too vague. Important can mean many different things to different people. In addition, the sentence does not give any context to the statement.

Saving money is important for whom, or for what purpose?

We do not know because there is no controlling idea.

Now you know some ways to help you write a good introduction paragraph. You can use one of the hooks like a surprising statement or an anecdote. The funnel method is a good way to organize your introduction. Each sentence should get more specific as you get into your thesis. Then, remember that a good thesis statement must have two parts, the topic, and controlling idea. With lots of practice, writing introductory paragraphs will get easier for you.

1.3 Body Paragraphs

In this lecture, we are going to talk about body paragraphs. These are some of the types of academic essays that you will write in a college class.

- **Illustration**
- **Compare / Contrast**
- **Argument**
- **Classification**
- **Cause / Effect**

Illustration gives examples to show something.

Argument gives reasons to argue a position.

Classification describes types of something.

Compare and contrast give either similarities, or differences between things.

And cause and effect gives either the causes, or the effects of something.

These five types of essays follow similar structures, and that includes the structure of the body paragraphs.

1.3.1 Structure Of Body Paragraphs

The body paragraphs in those types of essays will all have this structure.

- Topic Sentence**
- Supported idea #1**
- Details and examples**
- Supported idea #2**
- Details and examples**
- Conclusion or Sentence Transition**

They will start with a topic sentence, and they should have between two and four supporting ideas. Here, you are seeing two supporting ideas, three supporting ideas is a rather standard. Then you'll have a couple of details or examples for each of the supporting ideas, and then you'll end to the each body paragraph with a conclusion sentence or transition sentence that helps the paragraph flow to the next paragraph.

Each supporting idea supports the topic sentence, so it has to relate back to that idea. Each detail and example has to support the supporting idea. The details and examples are the most specific sentences in the paragraph. The purpose of the supporting ideas is to show what you mean by the topic sentence, and the purpose of the details is to show what you mean by the supports. That is why they get more specific as you go because you are showing the reader more specifically, what you are trying to say.

1.3.1.1 Topic Sentences

- **2 parts**
 - topic and controlling idea
- **Must support the thesis statement**
- **Must have keywords and / or a transition**
- **Avoids pronouns**

The topic sentences in your body paragraphs should have two parts, the topic, and controlling idea. That should sound familiar to you because that is what a thesis also has. A topic sentence is similar to a thesis, but the topic sentence controls that paragraph. Each topic sentence also must support the thesis statement, and you do this by using keywords from the thesis statement. Remember, your thesis statement must be specific, and you use nouns instead of pronouns so that it is specific, and those nouns from your thesis statement become keywords that you will repeat in your topic sentence. This will help your reader to follow along with your point; you also should use transitions on your topic sentences. Because we are using keywords, you are going to avoid pronouns in your topic sentences.

1.3.1.1.1 Topic Sentences Support The Thesis Statement

Let us look at a sample thesis statement.

Thesis	Every citizen should learn to speak a second language
Topic Sentence #1	First, speaking another language broadens a person's view of the world
Topic Sentence #2	Another reason is that learning a second language opens job opportunities
Topic Sentence #3	Learning a new language improves mental function

Every citizen should learn to speak a second language. This is the point that the writer wants to make, and the writer will need at least three body paragraphs to support this thesis.

For the first topic sentence, the student decides to say; first, speaking another language broadens a person's view of the world. So that is the first point he is going to make to support that thesis.

For the second topic sentence, he says, another reason is that learning a second language opens job opportunities.

In addition, for the third topic sentence, finally, learning a new language improves mental function.

These are the three reasons that the writer thinks every citizen should learn to speak a second language. Each of these topic sentences will start a body paragraph in the essay.

1.3.1.2 Supporting Ideas

- **Topic Sentence**
 - Support #1
 - Support #2
 - Support #3

Now, in each of those body paragraphs, we have to have support. Each one has to relate back to the topic sentence, everything in the body paragraphs has to relate to that topic sentence.

Let us look at an example. Here is our first topic sentence again, and here are three ideas that the writer has that will support that topic sentence.

- **First, speaking another language broadens a person's view of the world.**
 - They become aware of different cultures.
 - They think about subjects they have never thought about.
 - They learn about different countries.

The thing that we are trying to support is that, speaking another language broadens a person's view of the world. They become aware of different cultures. They think about subjects they have never thought about. They learn about different countries. Those are three things that support the topic sentence that says; speaking another language broadens a person's view of the world.

1.3.1.3 Details and Examples

- **They become aware of different cultures.**
 - Many people never leave their hometowns.
 - Some people do not even have friends from different cultures.

Then we need details for each of those supports. Therefore, this is the first support. The writer gives a detail that many people never leave their hometowns. That helps to explain why they become familiar with different cultures when they learn a second language. Then there is another detail about not even having friends from other cultures. So again, that is a detail explaining why learning a language would help people to become aware of different cultures.

- **They think about subjects they have never thought about.**
 - New vocabulary gives insight into the country that speaks that language.
 - A language spoken only in hot climates may not even have a word for snow.
 - The vocabulary also teaches the learner about new foods of the related culture.

Here is the second supporting idea. Here the writer gives a detail; new vocabulary gives insight into the country that speaks that language that helps to explain that supporting idea. Then the writer gives an example. A language spoken only in hot climates may not even have a word for snow. Therefore, that is a very specific example that shows something new that a person would think about if they learned another language. Then we have another example. The vocabulary also teaches the learner about new foods of the related culture. Therefore, those three details there help to explain that supporting idea.

1.3.1.4 Putting It Together

Some people speak as many as five different languages. Some people never learned a second or foreign language because they did not learn it at school and feel they are too old to learn it as an adult. However, no one is too old to learn something new, especially if it benefits them.

Every citizen should learn to speak a second language.

first, speaking another language broadens a person's view of the world. They become aware of different cultures. Many people never leave their own hometowns. Some people do not even have friends from different cultures. They think about subjects they have never thought about before. New vocabulary gives insight onto the country that speaks the language. A language only spoken in hot climates may not have a word for snow. The vocabulary also teaches the learner about new foods of the related culture. They hear about different countries. Most language classrooms show students where the language is spoken. One language teacher taught her students a song that mentioned all of the countries in the world that spoke that language. Learning about these things is good for a person's mind.

Another reason is that learning a second language opens job opportunities. Some bosses these days want their employees to speak multiple languages. Many countries are becoming more multi-cultural so companies need their employees to be able to communicate in different languages. Knowing only one language may prevent someone getting a certain job. Being multi-lingual can also help a person get a promoted job and get a higher salary. This is because speaking another language could show that a person is hardworking and smart. If two people are trying for the same job, being bilingual could be the difference maker. Knowing a foreign language can also help a person get an international job. The world is so international now, and many people are travelling to other countries to find a job. Knowing the native language can help a lot. Learning a new language can benefit a person's career.

Finally, learning a new language improves mental functions. Anyone who has learned a new language knows how difficult it can be. Memorizing a lot of new vocabulary and learning a new way to pronounce words can be very challenging. Grammar can be a problem too. Learning a language stimulates parts of the brain that people do not use on a regular basis. A Swedish study found that the brain actually gets bigger when someone studies a language. That could translate into improved motor functions, which seem to have noting to do with language. People who learn one foreign language find it easier to learn another new language later. Opening the door to language learning seems to make it easier to keep the door open. This may explain why so many people know four, five, or even six languages. Better brain function is a great reason to learn a new language.

In conclusion, learning a new language as an adult may be difficult, but the benefits may be worth it. Everyone can appreciate a broader perspective on the world, better job opportunities, and improved mental function.

Here is the full essay. You can see the introduction in black, and the last sentence is the thesis statement. Then we have the three topic sentences in purple, they start each of the body paragraphs. In each of those body paragraphs, we have three supporting ideas, which are in green. Also in each body paragraph, we have details and examples to help support the supporting ideas. Remember, the details are the most specific sentences in the paragraphs. Then we have a transition or conclusion sentence at the end of each body paragraph.

1.3.2 Coherence

- Smoothness between sentences and paragraphs
- Makes your writing logical
- Do this with transition words and phrases

Another thing we need to talk about in essay is coherence. Coherence means the smoothness between sentences and paragraphs. Coherence helps to make your writing logical, and the way we do this is to use transition words and phrases.

In this essay, we already have a transition word at the beginning of each paragraph. Our topic sentences all started with a transition word. **first**, **another reason**, and **finally** are all transitions. These help to make the paragraphs flow smoothly from one to the next. When the reader gets to a new paragraph, he knows how it relates to the thesis statement.

1.3.2.1 Revising for Coherence

Now that is good, but we also want to have transitions in our body paragraphs, so that there is smoothness between the sentences.

Some people speak as many as five different languages. Some people never learned a second or foreign language because they did not learn it at school and feel they are too old to learn it as an adult. However, no one is too old to learn something new, especially if it benefits them.

With a more international world, every citizen should learn to speak a second language.

first, speaking another language broadens a person's view of the world. They become aware of different cultures. Because many people never leave their own hometowns, they sometimes do not think about the world. Some people do not even have friends from different cultures. They think about subjects they have never thought about before. New vocabulary gives insight onto the country that speaks the language. For example, a language only spoken in hot climates may not have a word for snow. The vocabulary also teaches the learner about new foods of the related culture. Furthermore, people hear about different countries where the language is spoken. Most language classrooms show students where the language is spoken. One language teacher taught her students a song that mentioned all of the countries in the world that spoke that language. Learning about these things is good for a person's mind.

Another reason is that learning a second language opens job opportunities. Some bosses these days want their employees to speak multiple languages. Many countries are becoming more multi-cultural so companies need their employees to be able to communicate in different languages. Knowing only one language may prevent someone getting a certain job. Being multi-lingual can also help a person get a promoted job and get a higher salary. This is because speaking another language could show that a person is hardworking and smart. If two people are trying for the same job, being bilingual could be the difference maker. Knowing a foreign language can also help a person get an international job. The world is so international now, and many people are travelling to other countries to find a job. Knowing the native language can help a lot. Learning a new language can benefit a person's career.

Finally, learning a new language improves mental functions. Anyone who has learned a new language knows how difficult it can be. Memorizing a lot of new vocabulary and learning a new way to pronounce words can be very challenging. Grammar can be a problem too. Learning a language stimulates parts of the brain that people do not use on a regular basis. A Swedish study found that the brain actually gets bigger when someone studies a language. That could translate into improved motor functions, which seem to have noting to do with language. People who learn one foreign language find it easier to learn another new language later. Opening the door to language learning seems to make it easier to keep the door open. This may explain why so many people know four, five, or even six languages. Better brain function is a great reason to learn a new language.

In conclusion, learning a new language as an adult may be difficult, but the benefits may be worth it. Everyone can appreciate a broader perspective on the world, better job opportunities, and improved mental function.

Here is the essay after I made some changes to help me revise for coherence. All of the yellow here are the ways that we make coherence. You see, I added a few words to my thesis statement to make it a little more complex, and to make it flow better.

In the first body paragraph, I added the transitions **also**, **for example**, and **furthermore**. I also added a dependent clause, **because** many people never leave their own hometowns. Then I joined that with an independent clause, **they sometimes do not think about the world**. I made a complex sentence, instead of that simple sentence that I had before. This adds to the coherence, it makes it flow better.

Now, I did not add any coherence to the second and third paragraphs. I am going to leave that for you to practice. Later in the course, you will see this essay. You can download it, and print it if you want, and practice adding coherence. To do that, you will add some transitions, and you might join a couple of the sentences to make them flow better. This is something you will always want to do before you turn in one of your essays.

1.4 Paragraph Basics

1.4.1 How to write a Paragraph

This lesson is about paragraph basics.

- **Illustration / Exemplification**
- **Argument / Persuasive**
- **Compare and Contrast**
- **Cause and Effect**
- **Classification**
- **Description**
- **Narration**
- **Process**

These are some of the types of paragraphs in English writing. You often need to write these kinds of paragraphs in school.

1.4.2 Paragraph Structure

- **Topic Sentence**
 - Supporting Idea #1
 - Details and Examples
 - Supporting Idea #2
 - Details and Examples
 - Supporting Idea #3
 - Details and Examples
- **Conclusion Sentence**

Most academic paragraphs, and that means paragraphs you write for school, need to start with a topic sentence. The topic sentence tells the reader what the paragraph will be about. Good paragraphs need several supporting ideas that help to support the topic sentence. Each supporting idea needs details and examples to help explain and develop the idea. Finally, paragraphs need a conclusion sentence.

1.4.2.1 Topic Sentence

Let us look closer at topic sentences.

- **Tell what the Paragraph will be about.**

Remember, a topic sentence tells what the paragraph will be about. To do this, good topic sentences must have two parts.

- **Must have a Topic and Controlling Idea**

They need to state the topic and they need to have a controlling idea. The topic tells the reader what the paragraph is going to be about, the controlling idea tells the reader what you want to say about the topic.

- **Indicates the Type of Paragraph**

The controlling idea also gives the reader an idea of what type of paragraph will follow.

Now, let us look at some examples.

Rabbits make good pets

This is a very basic topic sentence but it has a **topic** and a **controlling idea**. 'Rabbits' is the topic and 'make good pets' is the controlling idea. We can understand that the paragraph will probably give us reasons or examples, so this will probably be an argument or illustrative paragraph. Look at the next sentence and see if you can find the topic and controlling idea.

Smith University has a better MBA program than Johnson University

The topic is what the sentence is about. The topic is 'Smith University', and the controlling idea is that it 'has a better MBA program than Johnson University'. Because of the words **better than**, we can figure out that this paragraph will be a contrast paragraph. What about the next sentence?

Minimum-wage workers are demanding a higher salary

The topic is 'minimum wage workers' and the controlling idea is that they 'are demanding a higher salary'. We can guess that this paragraph will probably tell us the reasons or causes for demanding a new salary. Therefore, this will probably be a cause paragraph.

1.4.2.2 Supporting Ideas

Let us take one of our topic sentences, and write some supporting ideas for it.

Smith University has a better MBA program than Johnson University

- **An one-year internship is required for graduation at Smith but not at Johnson.**
- **Smith has more former Wall Street executives working as professors than Johnson.**
- **More Smith graduates go to work for Fortune 500 companies than Johnson graduates do.**

Notice that all of these supporting ideas are more specific than the topic sentence. They also are always in which Smith has a better program than Johnson does. However, our reader may not be convinced by only these ideas. Therefore, we need to provide some details and examples for each supporting idea. Here is an example.

- **Smith has more former Wall Street executives working as professors than Johnson.**

This was one of our supporting ideas for contrasting Smith's and Johnson's MBA programs. To develop it, we use some details and examples.

- Wall Street executives make up 53 % of professors at Smith but only 29 % at Johnson.
- Wall Street executives have unique insight into the concepts and strategies MBA students need.
- In addition, the first hand experience these professionals provide give students an advantage when starting their careers.

first, here we have a specific example. This example is a statistics, showing that Wall Street executives make up 53 % of the professors at Smith, but only 29 % at Johnson.

We then explain why the example is important, with a couple of details. They develop the idea that having Wall Street executives as professors sets Smith University apart from Johnson University, and makes its MBA program better. These details are the most specific sentences in the paragraph.

1.4.2.3 Conclusion Sentence

After developing details and examples for each supporting idea in the paragraph, you need to write a conclusion sentence. The conclusion should reflect the topic sentence.

- **Smith has more former Wall Street executives working as professors than Johnson.**

Here was our topic sentence, and here is our conclusion.

- **All of these factors make the MBA program at Smith preferable to the one at Johnson.**

Notice that the conclusion is saying the same thing, but with different words and grammar. In the topic sentence, we said Smith was better than Johnson University. However, in the conclusion, we use the synonym **preferable**. We also have different subjects starting the two sentences. Smith University is the subject of the first sentence, but it is part of the object of the conclusion sentence, so we have different grammar. However, the two sentences mean pretty much the same thing.

1.4.2.4 The Paragraph

Now, let us look at the whole paragraph.

Smith has more former Wall Street executives working as professors than Johnson.

first of all, an one-year internship is required for graduation at Smith but not at Johnson. This internship helps students network with professionals and gain valuable experience in their field. In addition, Smith University has more former Wall Street executives working as professors than Johnson University does. Wall Street executives make up 53 % of professors at Smith but only 29 % at Johnson. These executives have unique insight into the concepts and strategies MBA students need. In addition, the first hand experience these professionals provide give students an advantage when starting their careers. Finally, more Smith graduates go to work for Fortune 500 companies than Johnson graduates do. Companies value the education Smith graduates get and admit they are more willing to hire them than Johnson graduates. All of these factors make the MBA program at Smith preferable to the one at Johnson.

Our topic sentence and conclusion sentence are in black. The supporting sentences are red and the details are blue. When you write the rough draft of your paragraph, it is a good idea to use different colored pens or pencils to underline the supporting sentences and details. Make sure your paragraph has many of these red and blue sentences. That is how you make sure it is well developed.

1.4.2.5 Unity

The next thing we need to do to our paragraph is to check for unity. Unity means that all of the sentences in the paragraph are related to the topic sentence. Therefore, I need to check that all three of my supporting sentences are supporting the idea that Smith University has a better MBA program than Johnson University. Then, I need to make sure my details and examples are helping to develop those supporting ideas. I cannot write about something that does not relate to my topic sentence.

1.4.2.6 Cohesion / Coherence

We also need to check our paragraph for cohesion. That means we need to make sure all of the ideas flow smoothly. To create cohesion, we use transitions on our supporting ideas. We can also use transitions on some of our details. We also use repetition, or repeated words, or synonyms of our keywords. Our topic sentence uses the words 'Smith', 'Johnson', and 'MBA program'. Therefore, we repeat those words throughout the paragraph.

Our first supporting sentence uses the word 'internship'. Therefore, we repeat that in our detail. However, notice in the second supporting idea we use the words 'Wall Street executives'. In the details, we repeat this term once, but then we change it a little or use synonyms. Therefore, our paragraph is cohesive. You might think that repetition is not a good thing. Maybe a teacher has told you that before. It is true that we do not want to be too repetitive.

1.4.2.7 Summary

To summarize what we have learned, remember that all academic paragraphs need to start with a topic sentence that states the topic and controlling idea for the paragraph. This will let you know what the paragraph will be about, and what type of paragraph it will be.

Then you need to have several supporting sentences to support the topic sentence. Each of those sentences needs to have several details or examples to develop it. You must have many specific sentences in your paragraph to have a good paragraph.

In addition, you need to end your paragraph with a conclusion sentence that repeats the ideas stated in your topic sentence. Do this with different words and grammar.

Finally, check your paragraph for unity and cohesion. All of the sentences need to be related to the topic sentence and they need to flow smoothly using transitions and key words.

1.5 Conclusion Paragraphs

Now I am going to talk about conclusion paragraphs.

1.5.1 How To End The Essay

There are several ways that you can write a conclusion paragraph, and it is really not very difficult. You can keep your conclusion paragraph short, like you do with your introduction paragraph.

- **Summarize major points**
- **Restate the Thesis**
- **Leave a final thought**
- **Don't state new Information**

One way you can write a conclusion is to summarize the major points from the body of your essay.

You can also restate the thesis. Restate means to tell it in a different way, so you would use different vocabulary and different grammar but say the same thing that you said in your thesis statement.

You can also end your conclusion with a final thought for your reader to think about.

Do not state new information in your conclusion. You should state all of your new information in the body of the essay. So if you think of something else that you want to say, do not put it in the conclusion. Go back and find an appropriate place in the body to put that new thought.

Remember the sample essay that we were looking at. We are going to write a conclusion paragraph for that essay.

1.5.2 Remember Your Thesis And Topic Sentence

When you are writing your conclusion, think about your thesis statement and your topic sentences.

With a more international world, every citizen should learn to speak a second language.

This was my thesis statement from before.

First, speaking another language broadens a person's view of the world.

Another reason is that learning a second language opens job opportunities.

Finally, learning a new language improves mental functions.

In addition, these were the three topic sentences for the body paragraphs.

Here is one conclusion that I could write. It is very short; it only has two sentences.

In conclusion, learning a new language as an adult may be difficult, but the benefits are worth it. Everyone can appreciate a broader perspective on the world, better job opportunities, and improved mental function.

Let us look at how I came up with that.

Thesis Statement	Conclusion Sentence #1
With a more international world, every citizen should learn to speak a second language.	In conclusion, learning a new language as an adult may be difficult, but the benefits are worth it.

Remember the thesis statement here on the left said, with a more international world, every citizen should learn to speak a second language. The first sentence in the conclusion paragraph rather repeats that idea when it says that the benefits are worth it.

Topic Sentences	Conclusion Sentence #2
<p>First, speaking another language broadens a person's view of the world.</p> <p>Another reason is that learning a second language opens job opportunities.</p> <p>Finally, learning a new language improves mental function.</p>	<p>Everyone can appreciate a broader perspective on the world, better job opportunities, and improved mental function.</p>

Then, to see where we got the second sentence in the conclusion; think back at the topic sentences. The conclusion sentence summarized those three topic sentences.

1.5.3 Other Ways To End An Essay

- **Predict an Outcome**
 - More people will buy electric cars when the price becomes affordable.
- **Make a Suggestion**
 - Electric cars should be made more affordable so that people can buy them.
- **Call for Action**
 - People should tell their lawmakers that they want electric cars to be more easily available.

Some other ways that you can end your essay are to predict an outcome. For example, more people will buy electric cars when the price becomes affordable. That would be an outcome that you are predicting, and that could end your essay.

You can also make a suggestion. Electric cars should be made more affordable so that people can buy them.

Alternatively, you can call for action, which means asking people to do something. People should tell their lawmakers that they want electric cars to be more easily available.

Therefore, in addition to summarizing the main points of the essay and repeating the thesis statement, you could use these three methods, and you can also use a combination of all of these. Just remember, your conclusion paragraph only needs to be a few sentences.

1.6 The Writing Process

This lesson is about the writing process. Using the writing process when you write essays will help you to do a better job.

1.6.1 Prewriting

The first step in the writing process is prewriting. Prewriting is what you do before you write.

1.6.1.1 Clustering

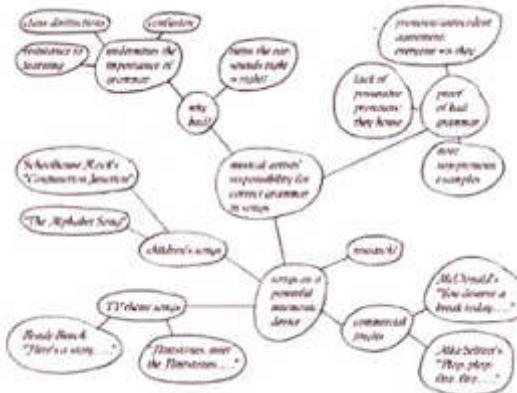


Illustration 4 : Example of clustering

Some examples of prewriting are clustering, in which you just jot your ideas down on a piece of paper. You can circle the different thoughts that you have and connect them to other thoughts. When you do this, you should not think very much about it. You should do it quickly, just to get your ideas out on paper.

1.6.1.2 Outlining

Thesis	
I. First reason	B. Second support
A. First support	1. Details
1. Details	2. Examples
2. Examples	C. Third support
B. Second support	1. Details
1. Details	2. Examples
2. Examples	III. Third reason
C. Third support	A. First support
1. Details	1. Details
II. Second reason	2. Examples
A. First support	B. Second support
1. Details	1. Details
2. Examples	2. Examples

Illustration 5 : Example of outlining

Another prewriting activity is outlining. After you do a cluster, you can start to organize your ideas into an outline. The benefit of using an outline is that you can see, before you start writing, if you have enough supporting ideas, and enough details, and enough examples to develop your essay. It also helps you to organize your ideas so that they flow logically.

1.6.2 Writing

The next step is writing. After you do the prewriting and you get some ideas about what you are going to write about, it is time to just start writing.

1.6.2.1 Rough Draft

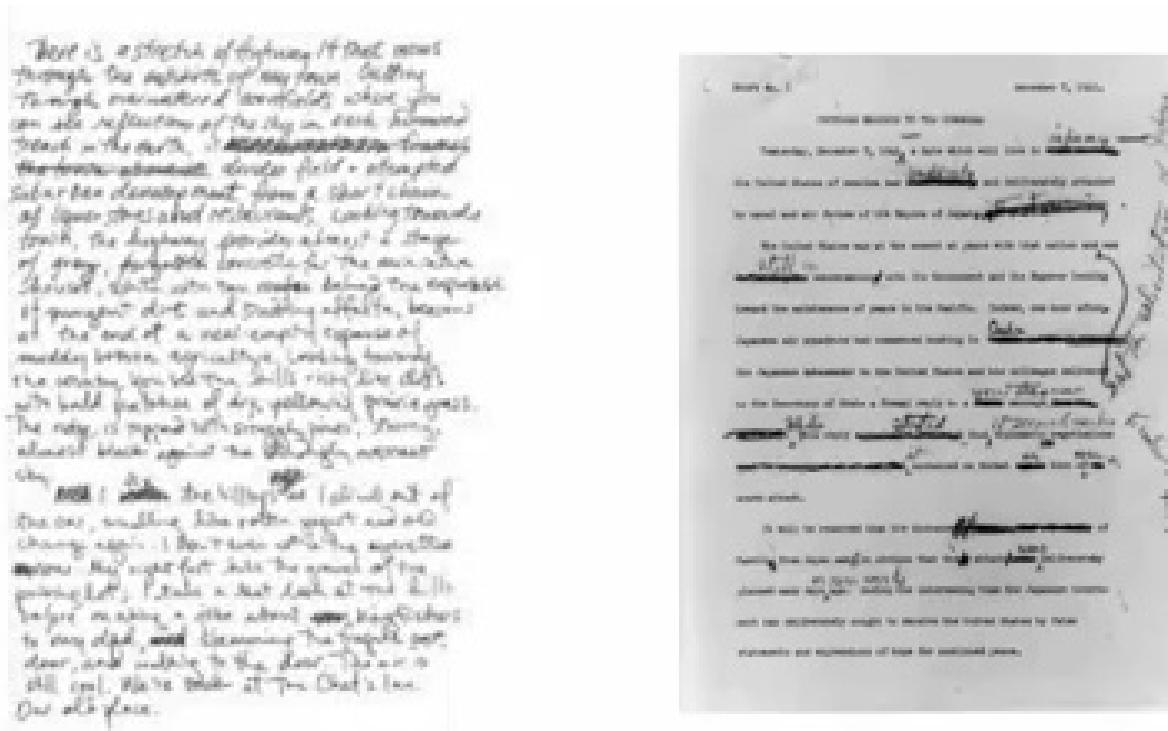


Illustration 6 : Examples of rough draft

In the writing step, you start with a rough draft. A rough draft starts to look like an essay, but as you can see in these two examples, it is very messy. Again, you do not have to think too much, about what you are writing; you just want to get your ideas down on the paper. So, write quickly and do not stop to think about what you are going to say next. It is also okay to scratch out words or to change your mind about what you are going to say. When you are writing the rough draft, you do not have to worry about mistakes; you will worry about that later. Just get as much written as you can in your rough draft.

1.6.3 Rewriting

The third step of the writing process is rewriting. This means writing again.

1.6.3.1 Revising

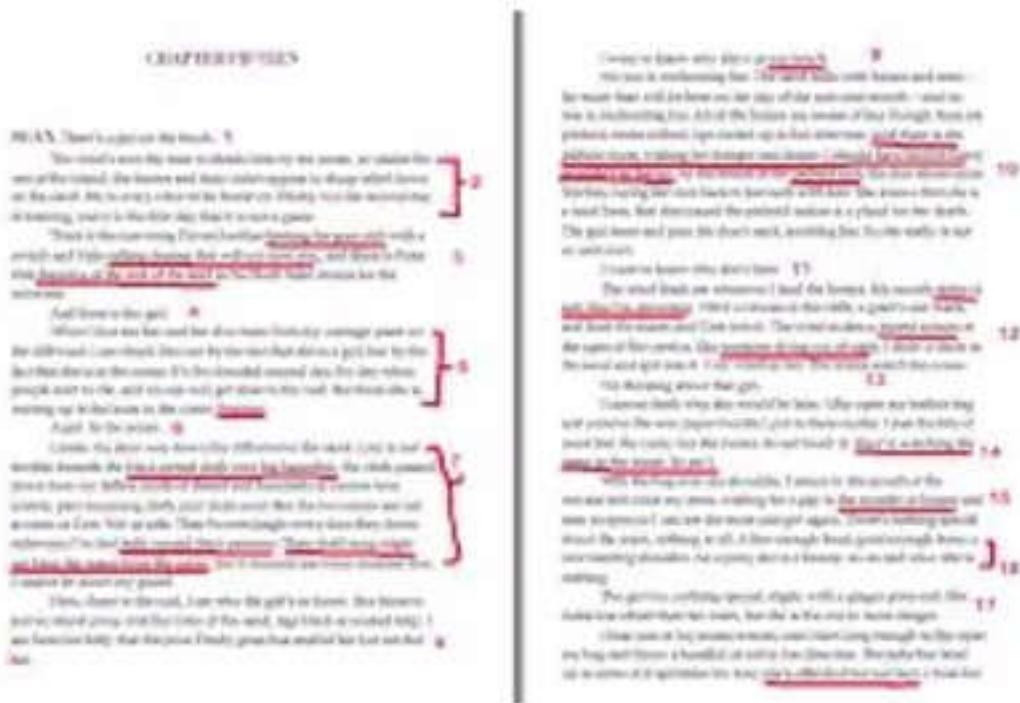


Illustration 7 : Example of revising I

The first thing you do in the rewriting phase is to revise. When you revise, you read through your rough draft and you look for ideas that do not work, or maybe need to be developed more. When you are revising, you are looking at the ideas in your paper, and you are trying to make them better. You might add more examples, or you might word something differently so that it makes a stronger point.

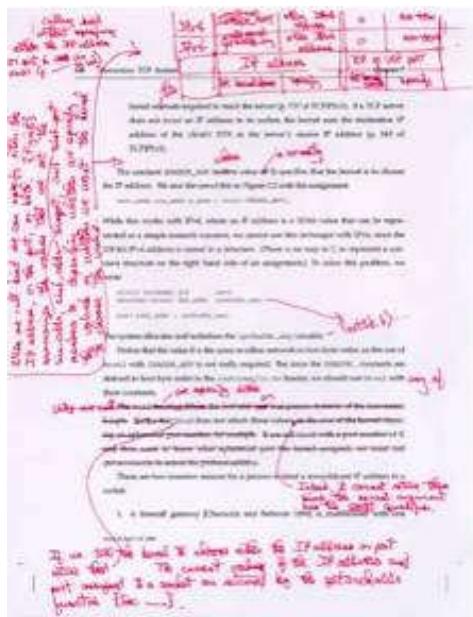


Illustration 8 : Example of revising II

Here is another example of revising. You see that they took their rough draft, and in the margins, they wrote other ideas that they had. These are things that they will want to add in later, when they do their next draft. You can also see that they took out some things that they thought did not work well. When you revise, you should expect to have many things written on your paper, like this. Going through this process and making changes is what is going to make your writing better.

This revision process can go on for a while. You might write and then revise. You might write your paper again, and then when you read through it again, you find other things that you want to revise. You keep doing this until your paper is just the way you want it.

1.6.3.2 Editing

Finally, you will edit your paper. When you edit, this means looking for mistakes like spelling mistakes, or punctuation, or grammar mistakes. Do not worry about these things early in the writing process. Wait until the end and then check your spelling and grammar mistakes.

1.6.3.3 Final Draft

Then, it is time to write your final draft. When you do your final draft, this is where you need to pay attention to making things correct. You will want to follow your teacher's instructions about how to format the paper. If your teacher requires that you type it, you will need to type the final draft. In addition, your final draft should not have any corrections on it. If you find a mistake in the final draft, you need to type it again, and print it again. The final draft should be perfect.

Good writers follow some kind of a process. If you do not have your own process, try the process mentioned here. If you follow these steps, you are sure to improve your writing.

2 Writing Compare/Contrast Essays

2.1 Compare/Contrast Essay

Now it is time to write your first essay. We are going to write the compare and contrast essay. This essay is just what it sounds like. Either you compare two things or you contrast two things. Remember the key to good writing is being specific. You will use many details in your compare or contrast essay. Do not feel too nervous about writing this first essay. Remember that the only way to get better is to practice it.

2.2 Compare/Contrast Writing

2.2.1 *What Is Compare/Contrast?*

In this lesson, we are going to talk about compare and contrast essays.

- **Compare means to look at what is similar between two things.**
- **Contrast means to look at what is different between two things.**
- **Sometimes a compare/contrast essay is just called *comparison*.**

Sometimes we use the word compare to mean both similarities and differences. However, when we are talking about writing a compare or contrast essay, keep in mind that compare means similarities, contrast means differences. Sometimes we use the word comparison, just to be a general kind of reference to this kind of essay.

2.2.2 *Before you write*

- **Think about a topic**
- **Make a plan**

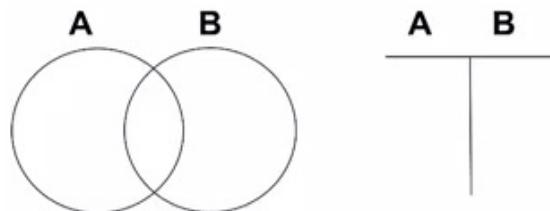


Illustration 9 : Types of plans for comparison essay

Always before you write, you need to think about your topic and make a plan. When we write a comparison essay, we often use these two types of diagrams. On the left side, we have what has called a Venn diagram, 2 circles that intersect each other. You would put your two topics at the top of the diagram, and then you would write all of the things that describe the first topic in the first circle, and all of the things that go with the second topic in the second circle. Anything that is different about topic A and topic B, you write in the outside of the circles, and then where they intersect, anything that they both have in common you would write here in the middle.

Another type of diagram you can use for preparing you compare or contrast essay is just a T-chart. You list all of the things about topic A on one side and all of the things about topic B on the other side. It does not matter which of these methods you use, but you should use some kind of strategy when you are planning your compare/contrast essay.



Illustration 10 : Example of a Venn diagram

Here is an example of a Venn diagram. This one is about two kinds of fish. You may not have heard of this kind of fish before. I think that Nemo is an anemone fish.

Remember the movie 'Finding Nemo'?

This is the kind of fish he is, and you see here, it says orange and white stripes. The other kind of fish is a salmon, and all of these details here describe only the salmon. All of these details here describe only this kind of fish. Then all of the details here in the middle are shared characteristics, shared by both fishes. This is a nice example of how you use a Venn Diagram.

2.2.3 Thesis Statement

- Mention the two things you are comparing or contrasting in your thesis statement.
- Indicate whether you will compare or contrast.

Remember, we already said that the thesis statement is the most important sentence in your introduction, and it really is important for the whole essay, because your thesis tells what the essay is going to be about. When you are writing a compare and contrast essay, you have to make sure that you mention the two things that you are going to be comparing or contrasting. Then you also need to use language that shows your reader whether you are comparing or contrasting.

2.2.4 Method of Organization

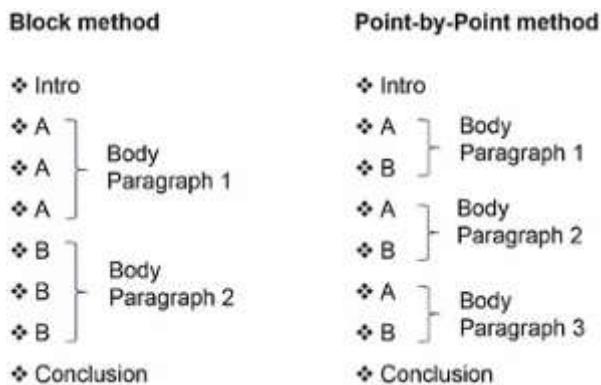


Illustration 11 : Methods of organizing compare/contrast essays

These are two patterns that you can use when writing a compare or contrast essay. I am showing you both of them here, but in the essay that you are going to write, you are going to use the point-by-point method. I will just quickly show you the block method, but it is really inferior to the point-by-point. It is very basic.

In the block method, you would have just two body paragraphs. The first body paragraph would be all about topic A. The second body paragraph would be all about topic B. You do not mix the two topics. It is almost like having two separate essays. This is not really a good strategy to use.

The point-by-point method is a stronger method, and this is the one that you are required to use for this essay that you will be writing, your first essay. In the point-by-point method, your body paragraphs talk about each topic. The first body paragraph you would talk about some point regarding topic A and topic B, showing how they are similar or how they are different. Your next body paragraph would show another similarity, or another difference, and again you talk about both topics. In addition, your third body paragraph would talk about another point that is either shared or different between the two topics.

2.2.5 Planning your Essay

- You will use point-by-point method.
- Make a Venn diagram or T-Chart.
- Plan on similarity or difference for each body paragraph.

Before you start writing, it is a good idea to make an outline. Remember, that for your essay, you are going to write a point-by-point method. You should try to make some kind of outline similar to the point-by-point outline that I just showed you with topics A and B.

You need to start by making a Venn diagram or a T-chart. This will help you get your ideas organized.

Then you are going to decide whether you are writing about similarities or differences. In each body paragraph, you will have one similarity or one difference.

Now do not get confused about that. You will not write about both in your essay. You will only choose similarities and you will write about three similarities, or you will only choose differences and then you would write about three differences. However, each body paragraph will have one of these.

2.3 Teacher Discusses a Compare/Contrast Essays

We are going to talk about this compare/contrast essay. Remember that we are writing a point-by-point essay, so that means that you will have three body paragraphs. In each body paragraph, you will talk about the two things that you are comparing or contrasting and you will go back and forth talking about each one. So let us see how this writer does that.

Good morning or good afternoon

"Good Morning" is what people say to communicate in the morning, but does everyone use this word? Of course what this means is does everybody wake up in the morning? No, they do not. People have different characteristics and routines, and it is like they come from different planets.

One major difference between the two types of people is their opposing life styles. Morning people prefer to do everything as early as possible. They think it is more efficient and accurate if their job is done in the morning. They even like to do their other duties like buying groceries, cleaning the house, and other household chores. In addition, they prefer to spend their weekend starting from early hours. They meet their friends in the early time more than at night. On the other hand, night people never wake up in the morning. They prefer their job to be done at late hours. They spend the morning mostly sleeping because they think that to do a good job; they need to have a good sleep. These people have more energy at night. Therefore, basically morning and night people are different in their lifestyle.

Another difference between the two types of people is their priority in life. Morning people normally are more committed to their families. These people decide to wake up in the morning and go to their job or school not just they prefer the early hours. They may not have chosen this life, but they do it so that they would have time later that day to spend with their spouses and children. However, night people might think differently. Their priority is to have fun because this is what life is about in their opinion. They prefer to sleep late in the morning so they will have more energy in the evening. This life suits single people better than married people. If one has to stay up all night and sleep in the morning, he will not have enough time to see his family during the day. Morning and night people have two different perspectives of life.

Morning people are not only different in how and when they do their jobs and studying but also different in the kind of activities they choose. For example, morning people prefer the activities that are done in early hours of the day. They prefer to have early breakfast in a restaurant with their friends or family. They like to go to parks, museums, and also water activities at the beach or public pools. Because they enjoy these activities, they prefer to wake up early and do them. On the other hand, night people prefer the activities that start late. They prefer late dinners rather than breakfast or lunches. They enjoy late movies and of course clubbing. Morning and night people spend their weekday's indifferent ways but also their weekends because of the different type of activities they like.

To sum up, beyond the similarities humans share, they are still different in their life styles and in the way they spend their time. Morning and night people are different in many aspects. They have two different minds and live in two different worlds.

This writer has a short introduction. It just has four sentences. Remember, you do not have to write a very long introduction. Just start with some kind of a hook like this essay does. He starts with, "Good morning" is what people to say to communicate in the morning, but does everyone use this word?' That is an interesting question that will make the reader want to keep reading. Then notice at the end of the introduction we have the thesis statement. 'People have different characteristics and routines, and it is likely they come from 2 different planets.'

So what is this writer going to be talking about?

He talks about different characteristics and routines. We know that the writer is going to talk about the differences between two people.

There is one problem with this topic sentence!

We know that the writer is going to be telling us about two types of people, but we do not know what those two types are. Therefore, the writer should be more specific in a thesis statement.

However, let us read on and see if we can figure out what those two people are, those two types of people.

In the first body paragraph, the writer uses a good transition, 'one major difference'. Therefore, we know this paragraph is about the first difference between those two types of people. In the first supporting sentence, we see that the writer is talking about morning people. That is our first type of people. Then in the middle of the paragraph, we have the transition, 'on the other hand'. That is a contrast transition. The writer tells us about the other type of person, night people. Therefore, what the writer should have done up here in the thesis statement, the writer should have used the words morning people and night people. Remember, your thesis statement needs to be specific and tell the reader what the topic is. All right. But now we know that the writer is talking about morning people and night people. Therefore, in this first body paragraph, the point that is being made is the difference in the times that they get up.

In the second body paragraph, the writer uses another transition. We have 'another difference'. Therefore, we know that this paragraph is the second difference. The writer tells us what that difference is, 'their priority in life'. So then in the body of this paragraph, the writer first talks about morning people and who they are committed to, what their priority is. Then the writer gives us some details and examples of that, and then there is a transition, 'however', to switch over and talk about night people. So then, the details are about the priorities of night people. Notice this paragraph ends with a conclusion sentence. 'Morning and night people have 2 different perspectives on life'. Remember, your body paragraphs need to have some kind of a conclusion or a transition so that they flow into the next paragraph.

So in the third body paragraph, the writer does not use a transition, but the writer does use the key words morning and night people. In addition, we get the third way that they are different, which is the kind of activities they choose. Here the writer uses the transition, for example, and mentions the first type of people, morning people, and tell us about their activities. Down there we see the transition again, 'on the other hand, night people'. Now we learn about their activities.

Then this essay has a short conclusion. They had a short introduction and a short conclusion and that is all you need. You do not need to spend a lot of time on these two parts. This one uses the transition, 'to sum up', and it just uses three sentences to give a summary of the points made in this essay.

Therefore, that is a pretty good example of a compare/contrast essay. If you are just starting out, try to do as well as this student did. If you are a little more experienced, see if you can use more details in your body paragraphs. Moreover, remember, the thesis statement must tell us what the topic is and then what kind of an essay you'll be writing, whether it's compare or contrast.

3 Writing Cause/Effect Essays

3.1 Introduction

In this module, you will write another essay, the cause and effect essay. You will either write about the causes, that means the reasons for something. Alternatively, you will write about the effects, and that means the results of something. Again, you will use many details to support your cause or effect essay. You should follow the structure shown in the lecture. Keep practicing; you are going to get better at writing.

3.2 Cause/Effect Writing

Today's writing lesson is on cause and effect essays.

3.2.1 What Is Cause/Effect?

- Cause means ***what makes something happen. A synonym is reason.***
- Effect means ***what happens as a result.***
- When you write this essay, you need to focus on either causes or effects, not both.

3.2.2 Before you write

- Think about your topic
- Make a plan

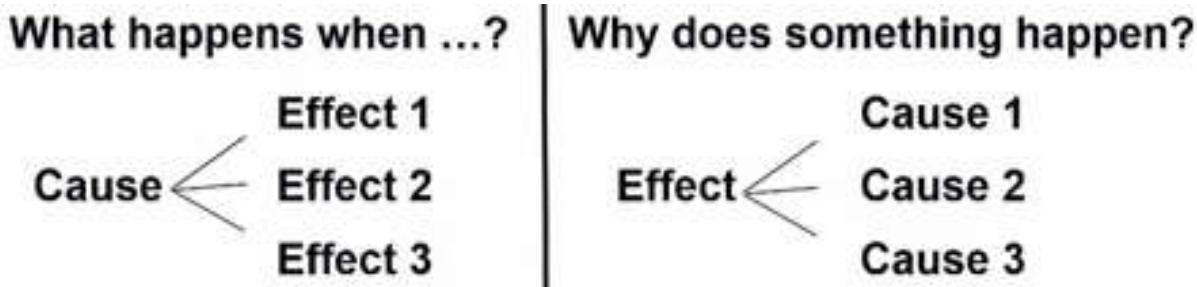


Illustration 12 : Plan for cause/effect essays

Just like with any essay, before you start writing, you need to prepare. We are going to think about our topic and we are going to think about all of the causes and all of the effects of our topic. When we are thinking about the effects we are asking our self, what happens when?

Let us take the topic of eating too much.

Eating too much we could call this the cause. And then, what are the effects of that? Well, when you eat too much you get full. In addition, when you eat too much, maybe you get a stomachache. Over time, you even get fat from eating too much. Therefore, those are effects of eating too much.

When we write a cause essay, we think about why something happens.

Let us take the topic of getting sick. This could be called the effect and then what are the causes of getting sick? Well, maybe I was around somebody else who was sick and maybe I have a bad diet, I do not eat healthy so I got sick. On the other hand, maybe I do not exercise well enough, or I do not get enough sleep. Those could be the causes of getting sick.

3.2.3 Thesis Statement

- Needs to indicate whether you are writing about causes or effects.
- It can indicate what the body paragraphs will be about or not.

Just like with any essay, we need to have a good, strong thesis statement. For a thesis statement in a cause and effect essay, we need to indicate what we are writing about as well as whether we are going to write about causes or effects. Therefore, in a thesis statement, your topic would be whatever it is you are writing about maybe getting sick or eating too much. Then the controlling idea would be that we are going to talk about causes. Alternatively, that we are going to talk about effects. Like we have talked about before your thesis statement can also indicate what the body paragraphs will be about but you do not have to do that.

3.2.4 **Outline for Causes Essay**

1 st Paragraph	Introduce the Effect
Body Para 1	Cause 1 and details
Body Para 2	Cause 2 and details
Body Para 3	Cause 3 and details
Conclusion	Restate or summarize main points of essay

Illustration 13 : Outline for causes essay

This is a kind of outline for a cause essay. In your introduction, you mention the topic that is in your thesis statement; you will say what it is you are writing about. Then, each body paragraph will be one of the causes. Therefore, you need to have a cause that is not so specific that you cannot think of anything to write about it. In each of your body paragraphs, you have to give the details about that cause. You develop these body paragraphs the same way you have developed body paragraphs in the past. So each cause, you would have a topic sentence, supporting ideas, and details and you do that for the next cause and the next cause. You could have more than three body paragraphs but you need at least three. Then your conclusion will be a summary or restatement of the main points.

3.2.5 **Sample Cause Essay**

Why are more people studying a second or third language?

- **They want to try to get a better job.**
- **They want to be able to interact internationally.**
- **They want to improve themselves.**

If you want to think about the causes, ask yourself why people do this. Maybe they want to get a better job. Maybe they want to interact internationally or maybe they just want to do something for themselves to improve themselves. So, the answers to the question why, gives you your causes.

3.2.6 **Outline for Effects Essay**

1 st Paragraph	Introduce the Cause
Body Para 1	Effect 1 and details
Body Para 2	Effect 2 and details
Body Para 3	Effect 3 and details
Conclusion	Restate or summarize main points of essay

Illustration 14 : Outline for effects essay

You introduce the topic in the first paragraph and then each body paragraph will be one effect.

3.2.7 **Sample Cause Essay**

What usually happens after a stock market crash?

- **People get scared and take their money out of the stock market.**
- **The government makes new regulations to prevent another crash.**
- **Companies shrink and lay off employees.**

Ask yourself what happens when the stock market crashes, and the answers that we get will be the effects. So what happens after a stock market crash? Therefore, these answers to the question 'what happens when' are the effects of something.

3.2.8 Planning

- When you write cause/effect essays, think about whether you want to write about causes OR effects.
- Plan one cause or one effect for each body paragraph.
- Make an outline to plan each paragraph.

Planning is really important for any essay. If you plan well, you are more likely to have a good essay. Therefore, for this assignment you should do some pre-writing to figure out whether you are going to be writing causes or effects in your essay. Remember to put only one cause or only one effect in each body paragraph. Make an outline so that you know if you have got enough to write about. Remember the T-chart that we used for comparison essays, you can use that also for a cause and effect essay. Put your topic at the top, put causes on one side and effects on the other.

When you are planning, you do not have to know if you are doing causes or effects. You may not know. So use a T-chart and just list all of the causes you can think of and all of the effects that you can think of, and then you will see which list you like better. If you have more causes or maybe the causes are better, then you might want to write a cause essay. If you see that you have more effects then you would write about the effects. And then put your information into an outline. You would have each cause for one of the, a cause for each of these numbers. And then these would be your details about that cause or the effect.

3.3 Teacher Discusses A Cause/Effect Essay

Climate change

Not everyone agrees what to do about climate change. Part of the reason is that not everyone agrees it is a real problem. However, it is getting harder not to notice some things that are occurring, especially for the people they are happening to. These changes have serious effects for people and animals living today and in the near future.

first of all, rising sea levels will flood many cities with the ocean's waters. This will make some islands be completely covered, so people will have to move to higher ground. Moving to a new area will mean starting over and finding a new way of life. The cost of this relocating will be billions of dollars, which individuals and governments will have to pay for. No people living in low areas will be spared from this because no one can live under water. Therefore, economies will be hurt, and this could lead to a global down turn.

Furthermore, much of the scenic land and historic buildings in these locations will be destroyed and will not be replaceable. This will affect tourism, which will also contribute to economic troubles. The cost to humans is only the beginning.

Another effect of climate change is the melting ice caps and snow cover in cold climates. This melting will disturb the habitats of countless arctic creatures. For example, polar bears and penguins are some of the larger animals that need the arctic ice for food and shelter. In addition, in mountainous areas, the food chain of wolves, deer, fish, and migratory birds also will be affected. The loss of any link in the food chain can throw the other animals out of balance. This can lead to disease and extinction of the animals that need prey or predators to keep their numbers the same. With less snow, there is less reflected sunlight, so these places heat up more making the melting worse. These effects are not easy to notice for people living in the cities.

Finally, climate change is making more storms and making the storms worse. first, tornados have been causing more damage in recent years, even in places that never had tornados before. With the number of tornados increasing, inland populations have had greater loss of life and property, even when people have warning to take cover. In addition, hurricanes are happening more often and are causing greater costs. Hurricane Katrina was one of the worst hurricanes to hit the US in recorded history. In some ways, the U.S. has not fully recovered from it in 10 years. In addition, winter storms have gotten worse. The east coast of the United States has been hit hard several times in the past few years with record snow storms. Furthermore, drought is even more common. Drought is not thought of as a storm, but it is also a destructive result of weather from climate change. This problem has been worse in recent summers across the U.S. and Europe.

In conclusion, these problems are not going away. Being pushed out by the rising seas, loosing animals from the food chain, and being killed by dangerous storms should make everyone concerned about climate change. These things should make people wonder what they can do about it, too.

Here I would like to discuss with you a sample cause and effect essay. This essay is about climate change and the writer is discussing the effects of climate change. The writer starts with a short introduction and then has a thesis statement at the end of the introduction. 'These changes have serious effects for people and animals living today and in the near future.' The writer tells us that this is going to be about effects, so that is a good thesis statement.

In the first body paragraph, the writer uses a transition, 'first of all', and starts with a topic sentence. The topic sentence gives us that first effect that the writer wants to explain. 'Rising sea levels will flood many cities with the ocean's waters'. Then the writer also has several supporting ideas; 'This will make some islands be completely covered, so people will have to move to higher ground'. The writer gives a detail about that.

The second supporting idea is; 'The cost of relocating will be billions of dollars, which individuals and governments will have to pay' and the writer gives several details about that.

The third support is; 'Furthermore, much of the scenic land and historic buildings in these locations will be destroyed and will not be replaceable'. The writer just has one detail about that and then a transition sentence at the end. Can you think of any specific details that would have helped develop this body paragraph, maybe a specific example? The writer could have mentioned a place where this has happened, right? That would have been a good specific example.

Let us look at the next body paragraph. The writer used another transition and that is good. He said 'Another effect of climate change'. He repeated those keywords from the thesis statement, climate change, and the second effect is the melting ice caps and snow cover in cold climates. first, the writer tells us about the arctic creatures, that means the animals in the arctic, and then gives an example; 'polar bears and penguins are some of the larger animals that need the arctic ice for food and shelter'. That is a nice example that uses the transition 'for example'.

We see the next supporting idea with the transition 'Also', and the writer rather combines this supporting idea with the examples of the wolves, and deer, and fish. The writer gives a few more details about this and tells us what that effect will be. Therefore, that body paragraph really only had two supports. The second support had several details. Therefore, that was good but it would have been better if the writer thought of a third supporting idea.

Let us look at the last body paragraph. The writer used the transition 'Finally', so that is good, and then the writer used a topic sentence to tell us the third effect; 'Climate change is making more storms and making the storms worse'. The writer uses a transition for the first support, that is good, and then the first supporting idea is about tornadoes. You might not have tornadoes where you live. They are common in the United States. Tornadoes are those big, twisting windstorms, and they are very violent. That is the first type of storm that the writer mentions.

With 'Also' we have another transition and the writer talks about hurricanes and gives an example of a famous hurricane that hit the United States a couple years ago. The writer put another supporting idea using the same transition. You will want to try to use different transitions in your body paragraphs. It is okay to use also in each body paragraph, but you do not want to use it for two supporting ideas in the same paragraph. Try to think of a different transition. The writer could have said, 'In addition'. The third supporting idea is about the winter storms, and the writer gives an example about that. Then there is the fourth supporting idea. This one is about the drought. Drought means the lack of rain. Therefore, this body paragraph is pretty well developed. It had four supporting ideas and the writer gives specific examples for several of them. That is what you want to do in all of your body paragraphs.

For the conclusion, the writer kept it short. That is all you need to do, just a few sentences. The writer used a little bit of summary and a final thought.

Therefore, that is a good cause and effect essay for you to model your essay after. Remember that your thesis statement should mention whether it is going to be causes or effects that you are writing about. Then you should have three body paragraphs giving your three causes or your three effects. Do not try to write about both in this essay. Remember to use specific details and examples in your body paragraphs.

4 Writing Argument Essays

4.1 Introduction

Now you are ready to write the argument essay. In American universities, you will write many argument essays, so this will be useful to you. In this type of essay, you write about your position or view on a debatable or controversial topic, and you will try to make your reader agree with your position on this topic. As with any other essay, it takes a lot of practice, so do not give up.

4.2 Argument Essay

4.2.1 *What is Argument?*

- ***Argument means persuasion.***
- ***Pick a side of an argument and try to defend it.***
- ***When you writing this essay, you will focus on only one side of the argument. Do not try to explain both sides.***

You might think that argument means fighting. It does not really mean that in an essay. When we talk about argument, we are talking about persuading someone, not really fighting with them. So when you write an argument essay, you need to pick one of the sides of an issue, and then you are going to try to defend that side. An argument will have two sides to it, but you pick only one side that you want to defend.

4.2.2 *Sample Argument Topics*

Here are some sample argument topics.

- ***University tuition costs should be decreased***
- ***Steroids should be legal***
- ***Students who are caught cheating could be expelled***
- ***Professional athletes make too much money***

'University tuition costs should be decreased'. This is an argument because we can argue that this is true, where somebody else might say; no, that is not true. They should not be decreased. 'Steroids should be legal' is also a good argument topic because not everyone shares this belief. Someone could argue the opposite. 'Students who are caught cheating should be expelled' is another example of an argument. In addition, 'professional athletes make too much money' is an argument topic.

You might notice that several of these use the same word in them. The word 'should' is a good word to use if you want to make sure that your topic is **debatable**. Anytime we say something should be something, it is debatable because not everybody believes that. So you can use should in your topic, or like the last example, you do not have to use the word should, but you need to make sure that the topic has two sides to it.

4.2.3 *Before you write*

- ***Think about your topic***
 - It must be debatable
- ***Decide your position***
- ***Decide how to convince your reader***
- ***Consider opposing points***

Therefore, before you start writing, you need to think about your topic and make sure it is debatable. If it is not a debatable topic, it will not be a good argument essay. In addition, you also want to make sure that your topic is not something too obvious. If everybody already agrees with the point that you are arguing, that is not going to be a good argument essay. Therefore, it is good to pick something that not everyone believes, and that is how you are going to get something that is debatable.

Then you need to decide your position. Which side are you going to argue? You may not always agree with what you are writing. That is hard for some students. However, you need to write the side that you can best defend. So if the topic is legalizing drugs, whether you agree with it or not, you are going to write an argument on the side that you have the best support for. So do not worry if you do not always agree with your topic.

The point is to write a very defendable position in your essay. In addition, something we are going to talk about is considering opposing points. Opposing points are the opposition, which means the other side of the argument. You are going to consider these points because, any time somebody is debating, if you are willing to consider your opponents position it shows that you have an open mind, which you have thought about both sides. Therefore, in a good argument essay, we can consider the opposing points. We do not say that the opposing points are correct, but we acknowledge them. And then we show that our side actually has a better answer to that point.

4.2.4 Thesis Statement

- **Needs to indicate the topic and your position on that topic.**
- **Make sure it is debatable.**
- **It can indicate what the body paragraphs will be about or not.**

Just like all the other essays we have talked about, you need to have a strong thesis statement at the end of your first paragraph. In an argument essay, the thesis statement needs to state the topic, and then the controlling idea will be your position on that topic. Again, I keep repeating this, but make sure that your topic is debatable, and your thesis statement needs to be debatable. Just like we talked about before, you can mention your body paragraphs in the thesis statement as well, but you do not have to do that.

4.2.5 Consider Opposing Points

Here is a sample topic for an argument.

University tuition costs should be decreased.

For	Against
More students could go to college	Quality would decrease
Not fair for students because no income	Student can get loans or scholarship
Too many other expenses	

Table 13 : Example of opposing points

That is the position that I am going to argue. To prepare for my essay, I am going to think about all of the points for that, and all of the points against it. This is just my pre-writing. I think about both sides of the argument, and I list everything I can think about for this argument and against this argument.

4.2.6 Kinds of Body Paragraphs

- **Reasons**
- **Answers to opposition**
- **Example**

You have a couple of choices on your body paragraphs in this type of essay. Now, when you are arguing a side of an argument, of course, reasons are going to be your major kind of support. Therefore, each body paragraph will have a different reason that supports your argument. However, if you want to add variety, you can also consider answering the opposition, which we already talked about. You might start one of your body paragraphs with a statement that the opposing side believes is true, and then go on to show that that is actually not true. Therefore, you would use the opposing point as part of your topic sentence, but you would state that that belief, or that position, is actually wrong and you would give information, details, and support why that position is wrong. Therefore, that is one way to support a thesis statement in an argument essay.

Another way is to use example. You might have a paragraph that is a good example of what you are trying to show. That is something new, so writing a whole paragraph that is just an example is a possibility for an argument essay. Therefore, what I would recommend for your argument essay is to try to think of three reasons to support your argument, and do a body paragraph for each reason. But then, also maybe challenge yourself to write a fourth body paragraph. Either it can be an answer to an opposition, or it could be some kind of an example. Now, I would not put it at the end of the body. I would put that special paragraph somewhere between your other paragraphs, maybe after your first reason paragraph. Maybe then you give an example paragraph that rather develops that first reason more. Therefore, those are just some suggestions. If you are not up to those challenges, you can just stick with reasons, and give one reason per body paragraph.

4.3 Teacher Discusses An Argument Essay

Ban cell phones in class

In today's world, cell phones have become an important part of people's lives. The age that people are getting their first cell phone is younger and younger. With increasing technology, cell phones are used for more reasons than just a phone. Kids now have easy access to television, music, and games on their phones. With all this available to them, kids can become addicted to their phones, which cause them to be distracted and can even disrupt the classroom. Therefore, cell phones should be banned in classrooms.

first of all, students lack concentration in class because of cell phones. They prefer to text with their friends, and they do it during class by hiding their phones under the desk. Students who get bored also use their phone to look at interesting or funny websites, which takes their mind off the teacher. Cell phones are also a distraction to the class because they make a lot of noise. Funny ring tones make other students laugh, and the teacher must calm everyone. Some students think it is better to vibrate the phone instead of ring during calls, but even the vibration can distract the teacher and classmates from what they were talking about. This is extremely disrespectful to the teacher who takes a lot of time to create important lesson for students. It is better if students just leave their phones at home and focus on their study in class.

Another reason cell phones should be banned in class is that phones are not as useful for learning as students might claim. Students can get a lot of useful information through their phone, but cell phones should not replace the actual teacher. The teacher is there to answer questions for the students so they do not need to be looking it up on their phone. Phones have replaced real learning by letting students look up answers on the internet or use them as a calculator instead of solving problems by hand. Texting has changed the way people learn to write and talk to each other too. If students are given permission to use their phone during class to look up information, they may decide to log into social media instead, which they lose focus on learning again. If students really need to use the Internet for learning, it should be for homework and not in class time.

Finally, cell phones in classroom are not just a distraction, but students can be looking at inappropriate information during school time. Students think they should be connected at all times. They do not realize that certain websites make them a target for illegal activity. Some kids have GPS tracking so turning on the phone in class can let strangers know exactly where they are. This can be dangerous with kidnapping. Using the phone at school might not be secure so criminals can hack into the school system. In addition, more students are getting into trouble by posting inappropriate pictures and language on social media sites. To stay out of trouble, students should just not be on their phones.

Furthermore, students risk phone stealing too by other kids who cannot afford one. The devices are too expensive to lose, so they should keep the phone at home. There are many things that can go wrong with having cell phones at school.

In conclusion, cell phones should not be used in classes anymore. The phone is distracting and prevents learning. However, most importantly, phones in classrooms can be dangerous and involve stealing, bullying, and no security for the student. The classroom is meant for teaching and learning so students should respect that and not have their phone in class.

Here I am going to go over a sample argument essay with you. This essay is about not using cell phones in classrooms. In addition, the student used a short introduction, and has the thesis statement here at the end of the introduction. Now, this thesis statement is not very complex, so the student probably should have worked on that a bit longer. However, it is an argument thesis statement because it has that word *should*.

Let us look at the first body paragraph. The student used a transition, 'first of all', and then has a topic sentence; 'Students lack concentration in class because of cell phones'. That is the first reason supporting the thesis statement. And then the student gives several supporting ideas. 'They prefer to text with their friends', cell phones are a distraction because they make a lot of noise', and this is 'disrespectful to the teacher'. After each of those supporting ideas, the student gives a couple of details.

In the next body paragraph, the student used another transition, 'another reason', and started the paragraph with the topic sentence. This reason explains that cell phones 'are not as useful for learning as students might claim'. So maybe that is a reason students give for bringing their phones, and this writer is saying that that is not really true. And then the writer gives a couple of supporting ideas. We have 'students can get a lot of useful information' from their phones, but not as much as from their teacher. And then the writer gives some details about that. Another supporting idea is; 'Phones have replaced real learning by letting students look up answers on the Internet or use them as calculator'. Therefore, that is the second support for the phones are not helping students learn. In addition, the third supporting idea is talking about how students might try to use their phones for learning, but then they get distracted and get on social media. Therefore, this body paragraph has several supporting ideas. It probably could use some more details and maybe specific examples.

The third body paragraph starts with 'finally'. That is a good transition for your last body paragraph. And it has the topic sentence, 'cell phones in classrooms are not just a distraction, but students can be looking at inappropriate information during school time'. The first support for this topic sentence is that students feel they should be 'connected at all times'. That is not a very strong support, but the student goes on to explain it with the detail; 'They don't realize that certain websites make them a target for illegal activity'. Oh, so that is what the student was talking about in the topic sentence. Therefore, they are looking at inappropriate websites during class. The reader goes on to explain that there are dangers from students using their phones in school. Another supporting idea in this body paragraph is that 'students getting into trouble by posting inappropriate pictures or language on social media sites'. That is a problem that has been happening in schools in the U.S. Therefore, the writer is saying that students should just stay off their phones. They should not be doing this kind of thing in school. And then there is another supporting idea with the transition 'furthermore', students could have their phones stolen if they take them to school. Therefore, the writer says they should just keep them at home.

Okay, so those were 3-body paragraphs that support that thesis. Then we have a short conclusion here at the end, and the student restates the thesis statement and then summarizes some of those main points. The student also ends with a final thought for the reader.

Therefore, there is an example for you of an argument essay. Remember to have an arguable thesis statement at the end of your introduction and have three body paragraphs. Each body paragraph should have a transition, and have a topic sentence as the first sentence. Remember to use specific details to develop your body paragraphs.

Additional Readings

1 Transitions

1.1 Conjunctive Adverbs To Use As Transitions

Also	Consequently
Finally	Furthermore
However	Indeed
Likewise	Moreover
Nevertheless	Nonetheless
Otherwise	Similarly
Then	Therefore
Thus	

Table 14 : Conjunctive adverbs to use as transitions

1.2 How To Punctuate Transitions

At the beginning:	In the middle
Likewise, my teacher told me to start studying.	The game was very exiting, however, my team lost.
Nonetheless, we need to start using water more wisely.	I worked on my research paper for over a month; finally, I finished it last night.

Table 15 : How to punctuate transitions

2 Coordinate Conjunctions And Punctuation

Two independent clauses	Compound Sentence
And – Addition / Conjunction	
Some people love Tom Brady. Some people hate him.	Some people love Tom Brady, and some people hate him.
But - Contrast	
Tom is a very good football player. He may also be a cheater.	Tom is a very good football player, but he may also be a cheater.
Or – Option / Choice / Alternative	
We can buy hamburgers for dinner. We can cook tacos at home.	We can buy hamburgers for dinner, or we can cook tacos at home.
So – Result	
I forgot to study my final exam. I failed it.	I forgot to study my final exam, so I failed it.
Yet – Unexpected Outcome / Concession	
Mr. James set his alarm for 6:00 a.m. He didn't wake up until 8:00 a.m.	Mr. James set his alarm for 6:00 a.m., yet he didn't wake up until 8:00 a.m.
For - Reason	
Grace called to check on her father. He had fallen and broken his leg.	Grace called to check on her father, for he had fallen and broken his leg.
Nor – "Not or" (subject and verb changes order in second clause)	
Ling does not know Spanish. She does not know French.	Ling does not know Spanish, nor does she know French.

Table 16 : Coordinate conjunctions and punctuation

3 Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

3.1 Words And Phrases

With the -ing-form (gerund) of words:

Parallel: Mary likes hiking, swimming, and bicycling.

With infinitive phrases:

Parallel: Mary likes to hike, to swim, and to ride a bicycle.

OR

Mary likes to hike, swim, and ride a bicycle.

(Note: You can use "to" before all the verbs in a sentence or only before the first one.)

Do not mix forms.

3.1.1 Example 1

Not Parallel: Mary likes hiking, swimming, and to ride a bicycle.

Parallel: Mary likes hiking, swimming, and riding a bicycle.

3.1.2 Example 2

Not Parallel: The production manager was asked to write his report quickly, accurately, and in a detailed manner.

Parallel: The production manager was asked to write his report quickly, accurately, and thoroughly.

3.1.3 Example 3

Not Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.

Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

3.2 Clauses

A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

3.2.1 Example 1

Not Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.

Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.

OR

Parallel: The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

3.2.2 Example 2

Not Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers. (**passive**)

Parallel: The salesperson expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.

3.3 Lists After A Colon

Be sure to keep all the elements in a list in the same form.

3.3.1 Example

Not Parallel: The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and looking up irregular verbs.

Parallel: The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and irregular verbs.

3.4 Proofreading Strategies To Try

- **Skim your paper, pausing at the words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.**
- **If you have several items in a list, put them in a column to see if they are parallel.**
- **Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of "-ing" words beginning each item? Or do you hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.**

3.5 Usage

Sentence elements that are alike in function should also be alike in construction. These elements should be in the same grammatical form so that they are parallel.

Using parallel structure in your writing will help with

- 1) Economy
- 2) Clarity
- 3) Equality
- 4) Delight.

Here are five parallelism rules.

- 1) Use parallel structure with elements joined by coordinating conjunctions.

Faulty: Your Company and what its potential is are of great value to me.

Correct: Your Company and its potential are of great value to me.

- 2) Use parallel structure with elements in lists or in a series.

Faulty: The tribes emphasized collective survival, mutual aid, and being responsible for one another.

Correct: The tribes emphasized collective survival, mutual aid, and responsibility for one another.

- 3) Use parallel structure with elements being compared. (**X** is more than / better than **Y**)

Faulty: I like swimming better than to dive.

Correct: I like swimming better than diving.

- 4) Use parallel structure with elements joined by a linking verb or a verb of being.

Faulty: To succeed is opening a new opportunity.

Correct: To succeed is to open new opportunity.

Use parallel structure with elements joined by a correlative conjunction.

Faulty: Clara not only wants money but also fame.

Correct: Clara wants not only money but also fame.

Correct: Clara not only wants money but also wants fame.

4 Sentence Variety

4.1 Strategies for Variation

Adding sentence variety to prose can give it life and rhythm. Too many sentences with the same structure and length can grow monotonous for readers. Varying sentence style and structure can also reduce repetition and add emphasis. Long sentences work well for incorporating a lot of information, and short sentences can often maximize crucial points. These general tips may help add variety to similar sentences.

- 1) Vary the rhythm by alternating short and long sentences.

Several sentences of the same length can make for bland writing. To enliven paragraphs, write sentences of different lengths. This will also allow for effective emphasis.

Example:

The Winslow family visited Canada and Alaska last summer to find some Native American art. In Anchorage stores, they found some excellent examples of soapstone carvings. However, they could not find a dealer selling any of the woven wall hangings they wanted. They were very disappointed when they left Anchorage empty-handed.

Revision:

The Winslow family visited Canada and Alaska last summer to find some Native American art, such as soapstone carvings and wall hangings. Anchorage stores had many soapstone items available. Still, they were disappointed to learn that wall hangings, which they had especially wanted, were difficult to find. Sadly, they left empty-handed.

Example:

Many good blues guitarists have all had the last name King. They have been named Freddie King and Albert King and B. B. King. The name King must make a bluesman a good bluesman. The bluesmen named King have all been very talented and good guitar players. The claim that a name can make a guitarist good may not be that far-fetched.

Revision:

What makes a good bluesman? Maybe, just maybe, it is all in a stately name. B. B. King. Freddie King. Albert King. It is no coincidence that they are the royalty of their genre. When their fingers dance like court jesters, their guitars gleam like scepters, and their voices bellow like regal trumpets, they seem almost like nobility. Hearing their music is like walking into the throne room. They really are kings.

2) *Vary sentence openings.*

If too many sentences start with the same word, especially The, It, This, or I, prose can grow tedious for readers, so changing opening words and phrases can be refreshing. Below are alternative openings for a fairly standard sentence. Notice that different beginnings can alter not only the structure but also the emphasis of the sentence. They may also require rephrasing in sentences before or after this one, meaning that one change could lead to an abundance of sentence variety.

Example:

The biggest coincidence that day happened when David and I ended up sitting next to each other at the Super Bowl.

Possible Revisions:

- **Coincidentally, David and I ended up sitting right next to each other at the Super Bowl.**
- **In an amazing coincidence, David and I ended up sitting next to each other at the Super Bowl.**
- **Sitting next to David at the Super Bowl was a tremendous coincidence.**
- **However, the biggest coincidence that day happened when David and I ended up sitting next to each other at the Super Bowl.**
- **When I sat down at the Super Bowl, I realized that, by sheer coincidence, I was directly next to David.**
- **By sheer coincidence, I ended up sitting directly next to David at the Super Bowl.**
- **With over 50,000 fans at the Super Bowl, it took an incredible coincidence for me to end up sitting right next to David.**
- **What are the odds that I would have ended up sitting right next to David at the Super Bowl?**
- **David and I, without any prior planning, ended up sitting right next to each other at the Super Bowl.**
- **Without any prior planning, David and I ended up sitting right next to each other at the Super Bowl.**
- **At the crowded Super Bowl, packed with 50,000 screaming fans, David and I ended up sitting right next to each other by sheer coincidence.**
- **Though I had not made any advance arrangements with David, we ended up sitting right next to each other at the Super Bowl.**

- Many amazing coincidences occurred that day, but nothing topped sitting right next to David at the Super Bowl.
- Unbelievable, I know, but David and I ended up sitting right next to each other at the Super Bowl.
- Guided by some bizarre coincidence, David and I ended up sitting right next to each other at the Super Bowl.

4.2 Sentence Types

Structurally, English sentences can be classified four different ways, though there are endless constructions of each. The classifications are based on the number of independent and dependent clauses a sentence contains. An independent clause forms a complete sentence on its own, while a dependent clause needs another clause to make a complete sentence. By learning these types, writers can add complexity and variation to their sentences.

Simple sentence: A sentence with one independent clause and no dependent clauses.

- My aunt enjoyed taking the hayride with you.
- China's Han Dynasty marked an official recognition of Confucianism.

Compound Sentence: A sentence with multiple independent clauses but no dependent clauses.

- The clown frightened the little girl, and she ran off screaming.
- The Freedom Riders departed on May 4, 1961, and they were determined to travel through many southern states.

Complex Sentence: A sentence with one independent clause and at least one dependent clause.

- After Mary added up all the sales, she discovered that the lemonade stand was 32 cents short.
- While all of his paintings are fascinating, Hieronymus Bosch's triptychs, full of mayhem and madness, are the real highlight of his art.

Complex-Compound Sentence: A sentence with multiple independent clauses and at least one dependent clause.

- Catch-22 is widely regarded as Joseph Heller's best novel, and because Heller served in World War II, which the novel satirizes, the zany, but savage wit of the novel packs an extra punch.

4.3 For short, choppy Sentences

If your writing contains lots of short sentences that give it a choppy rhythm, consider these tips.

1) *Combine Sentences with Conjunctions:*

Join complete sentences, clauses, and phrases with conjunctions:

and, but, or, nor, yet, for, so

Example:

Doonesbury cartoons satirize contemporary politics. Readers do not always find this funny. They demand that newspapers not carry the strip.

Revision:

Doonesbury cartoons laugh at contemporary politicians, but readers do not always find this funny and demand that newspapers not carry the strip.

2) *Link Sentences through Subordination:*

Link two related sentences to each other so that one carries the main idea and the other is no longer a complete sentence (subordination). Use connectors such as the ones listed below to show the relationship.

after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, while

Example:

The campus-parking problem is getting worse. The university is not building any new garages.

Revision:

The campus-parking problem is getting worse because the university is not building any new garages.

Example:

The US has been highly dependent on foreign oil for many years. Alternate sources of energy are only now being sought.

Revision:

Although the US has been highly dependent on foreign oil for many years, alternate sources are only now being sought.

Notice in these examples that the location of the clause beginning with the dependent marker (the connector word) is flexible. This flexibility can be useful in creating varied rhythmic patterns over the course of a paragraph.

4.4 For Repeated Subjects Or Topics

Handling the same topic for several sentences can lead to repetitive sentences. When that happens, consider using these parts of speech to fix the problem.

4.4.1 Relative Pronouns

Embed one sentence inside the other using a clause starting with one of the relative pronouns listed below.

which, who, whoever, whom, that, whose

Example:

Indiana used to be mainly an agricultural state. It has recently attracted more industry.

Revision:

Indiana, which used to be mainly an agricultural state, has recently attracted more industry.

Example:

One of the cameras was not packed very well. It was damaged during the move.

Revision:

The camera that was not packed very well was damaged during the move.

Example:

The experiment failed because of Murphy's Law. This law states that if something can go wrong, it will.

Revision:

The experiment failed because of Murphy's Law, which states that if something can go wrong, it will.

Example:

Doctor Ramirez specializes in sports medicine. She helped my cousin recover from a basketball injury.

Revision 1:

Doctor Ramirez, who specializes in sports medicine, helped my cousin recover from a basketball injury.

Revision 2:

Doctor Ramirez, whose specialty is sports medicine, helped my cousin recover from a basketball injury.

4.4.2 **Participles**

Eliminate a be verb (am, is, was, were, are) and substitute a participle:

Present participles end in -ing, for example: speaking, carrying, wearing, dreaming.

Past participles usually end in -ed, -en, -d, -n, or -t but can be irregular, for example:

worried, eaten, saved, seen, dealt, taught.

Example:

Wei Xie was surprised to get a phone call from his sister. He was happy to hear her voice again.

Revision 1:

Wei Xie, surprised to get a phone call from his sister, was happy to hear her voice again.

Revision 2:

Surprised to get a phone call from his sister, Wei Xie was happy to hear her voice again.

4.4.2.1 **Prepositions**

Turn a sentence into a prepositional phrase using one of the words below:

about, above, across, after, against, along, among, around, as, behind, below, beneath,
beside, between, by, despite, down, during, except, for, from, in, inside, near,
next to, of, off, on, out, over, past, to, under, until, up, with

Example:

The university has been facing pressure to cut its budget. It has eliminated funding for important programs.
(Two independent clauses)

Revision:

Under pressure to cut its budget, the university has eliminated funding for important programs. (prepositional phrase, independent clause)

Example:

Billy snuck a cookie from the dessert table. This was against his mother's wishes.

Revision:

Against his mother's wishes, Billy snuck a cookie from the dessert table.

4.5 For Similar Sentence Patterns Or Rhythms

When several sentences have similar patterns or rhythms, try using the following kinds of words to shake up the writing.

4.5.1 **Dependent markers**

Put clauses and phrases with the listed dependent markers at the beginning of some sentences instead of starting each sentence with the subject:

after, although, as, as if, because, before, even if, even though, if, in order to, since,
though, unless, until, whatever, when, whenever, whether, and while

Example:

The room fell silent when the TV newscaster reported the story of the earthquake.

Revision:

When the TV newscaster reported the story of the earthquake, the room fell silent.

Example:

Thieves made off with Edward Munch's 'The Scream' before police could stop them.

Revision:

Before police could stop them, thieves made off with Edward Munch's 'The Scream'.

4.5.2 Transitional Words And Phrases

Vary the rhythm by adding transitional words at the beginning of some sentences:

accordingly, after all, afterward, also, although, and, but, consequently, despite, earlier, even though, for example, for instance, however, in conclusion, in contrast, in fact, in the meantime, in the same way, indeed, just as... so, meanwhile, moreover, nevertheless, not only... but also, now, on the contrary, on the other hand, on the whole, otherwise, regardless, shortly, similarly, specifically, still, that is, then, therefore, though, thus, yet

Example:

Fast food corporations are producing and advertising bigger items and high-fat combination meals. The American population faces a growing epidemic of obesity.

Revision:

Fast food corporations are producing and advertising bigger items and high-fat combination meals. Meanwhile, the American population faces a growing epidemic of obesity.

5 Cause / Effect Essay**5.1 Practice**

This is your chance to practice writing a cause/effect essay. Follow the directions below.

5.1.1 Organization

Do some prewriting first. Keep brainstorming until you hit on some original ideas with depth. Then write a well-organized cause and effect essay.

Remember you should have some kind of interesting "hook" at the beginning of your introduction and a clear thesis statement at the end of the introduction. Keep this paragraph short.

You should write at least three well-developed body paragraphs. Each body paragraph must contain a clear topic sentence and a concluding sentence or transition sentence. Use several supporting ideas in each paragraph and develop those supporting ideas with details and examples.

In your conclusion paragraph, remember to restate your thesis using different words. Finally, write your conclusion by briefly summarizing your main points and ending with a final thought on the topic. Keep this paragraph short.

5.1.2 Format

Type the essay in a Word document using 12-point font, double-spaced and 1-inch margins. Put a title in the center of the first line.

5.1.3 Language Use

Remember to use transitions, sentence variety, transitions, correct verb tenses, and correct punctuation.

Choose ONE of the following topics for your essay

1. Some students decide to cheat on schoolwork even though they know it is not acceptable. Discuss the **causes OR the effects** of cheating in school.
2. Not everyone chooses to go to a college or university. Discuss the reasons (**causes**) that make a person decide to go to college **OR** the results (**effects**) of getting a college degree **OR** of not going to college. Choose only one of these topics for your essay.

3. Some people live in their hometown their whole lives. Discuss the **causes** or **effects** of staying in one's hometown forever. **ALTERNATIVELY**, discuss the **causes** or **effects** of moving to a different city **OR** country. Choose only one of these topics for your essay.

5.2 Example

Climate Change

Not everyone agrees what to do about climate change. Part of the reason is that not everyone agrees it is a real problem. However, it is getting harder not to notice some things that are occurring, especially for the people they are happening to. These changes have serious effects for people and animals living today and in the near future.

first of all, rising sea levels will flood many cities with the ocean's waters. This will make some islands be completely covered, so people will have to move to higher ground. Moving to a new area will mean starting over and finding a new way of life. The cost of this relocating will be billions of dollars, which individuals and governments will have to pay for. No people living in low areas will be spared from this because no one can live under water. Therefore, economies will be hurt, and this could lead to a global down turn. Furthermore, much of the scenic land and historic buildings in these locations will be destroyed and will not be replaceable. This will affect tourism, which will also contribute to economic troubles. The cost to humans is only the beginning.

Another effect of climate change is the melting ice caps and snow cover in cold climates. This melting will disturb the habitats of countless arctic creatures. For example, polar bears and penguins are some of the larger animals that need the arctic ice for food and shelter. In addition, in mountainous areas, the food chain of wolves, deer, fish, and migratory birds also will be affected. The loss of any link in the food chain can throw the other animals out of balance. This can lead to disease and extinction of the animals that need prey or predators to keep their numbers the same. With less snow, there is less reflected sunlight, so these places heat up more making the melting worse. These effects are not easy to notice for people living in the cities.

Finally, climate change is making more storms and making the storms worse. first, tornados have been causing more damage in recent years, even in places that never had tornados before. With the number of tornados increasing, inland populations have had greater loss of life and property, even when people have warning to take cover. In addition, hurricanes are happening more often and are causing greater costs. Hurricane Katrina was one of the worst hurricanes to hit the US in recorded history. In some ways, the U.S. has not fully recovered from it in 10 years. In addition, winter storms have gotten worse. The east coast of the United States has been hit hard several times in the past few years with record snow storms. Furthermore, drought is even more common. Drought is not thought of as a storm, but it is also a destructive result of weather from climate change. This problem has been worse in recent summers across the U.S. and Europe.

In conclusion, these problems are not going away. Being pushed out by the rising seas, loosing animals from the food chain, and being killed by dangerous storms should make everyone concerned about climate change. These things should make people wonder what they can do about it, too.

6 Compare / Contrast Essay

6.1 Practice

This is your chance to practice writing a compare/contrast essay. Follow the directions below.

6.1.1 Organization

Please use the "Point-by-Point" format and follow these steps:

- First, do some prewriting with a pen and paper, letting your ideas flow naturally. **REMEMBER:** Do not judge your ideas in the beginning. You can make a list or a chart or whatever works for you.
- Choose and highlight your three best points of comparison or contrast.
- Next, make an outline.
- At this point, you are ready to write!
 - ♦ Introduce your essay in an interesting way and create a clear thesis statement at the end of your introductory paragraph. Keep the introduction short.
- Write your essay.

- ♦ Make sure you have three body paragraphs of similarities OR differences. Also, make sure they are well supported with details and examples.
- ♦ Make sure your body paragraphs have clear topic sentences with transition words.
- ♦ In your conclusion, remember to briefly summarize the main ideas you have presented in the body paragraphs and then take your ideas further to their logical conclusion, but do not introduce any new ideas. Keep the conclusion short.

6.1.2 *Language Use*

Remember to use sentence variety, parallel structure, and correct punctuation.

6.1.3 *Format*

Practice following formatting rules that a teacher might give you:

- Type a title on the top line/center it and capitalize important words.
- Indent each paragraph.
- Use a 12 pt. font.
- Double space.
- Use 1" margins.

6.1.4 *Topics: Choose ONE*

1. Contrast people of your age with those of your parents' generation. Think about beliefs, values, goals, traditions, language, etc.
2. It has been said, "Not everything is contained in books." Contrast the knowledge gained from experience with knowledge gained from books. Be sure to support your answer.
3. Contrast the way you behave and talk with your parents to the way you are with your friends. Be specific.

6.2 Example

Good morning or good afternoon?

"Good Morning" is what people say to communicate in the morning, but does everyone use this word? Of course what this means is does everybody wake up in the morning? No, they don't. People have different characteristics and routines, and it is like they come from two different planets.

One major difference between the two types of people is their opposing life styles. Morning people prefer to do everything as early as possible. They think it is more efficient and accurate if their job is done in the morning. They even like to do their other duties like buying groceries, cleaning the house, and other household chores. In addition, they prefer to spend their weekend starting from early hours. They meet their friends in the early time more than at night. On the other hand, night people never wake up in the morning. They prefer their job to be done at late hours. They spend the morning mostly sleeping because they think that to do a good job; they need to have a good sleep. These people have more energy at night. Therefore, basically morning and night people are really different in their lifestyle.

Another difference between the two types of people is their priority in life. Morning people are more committed to their families. These people decide to wake up in the morning and go to their job or school not just, because they prefer the early hours. They may not have chosen this life, but they do it so that they would have time later that day to spend with their spouses and children. However, night people might think differently. Their priority is to have fun because this is what life is about in their opinion. They prefer to sleep late in the morning so they will have enough time for their night fun. This life suits single people better than married people. If one has to stay up all night and sleep in the morning, he will not have enough time to see his family during the day. Morning and night people have two different perspectives of life.

Morning and night people are not only different in how and when they do their jobs and studying but also different in the kind of activities that are done in early hours of the day. They prefer to have early breakfast in a restaurant with their family or friends. They like to go to parks, museums, and also water activities at the beach or public pools. Because they enjoy these activities, they prefer to wake up early and do them. On the other hand, night people prefer the activities, which start late. They prefer late dinners rather than breakfast or lunches. They enjoy late movies and of course clubbing. Morning and night people not only spend their week days in different ways but also their weekends because of the different type of activities they like.

To sum up, beyond the similarities humans have, they are still different in their life styles and in the way they spend their time. Morning and night people are different in many aspects. They have two different minds and live in two different worlds.

7 Argument Essay

7.1 Debatable and Non-Debatable Statements

An argumentative essay is built around a specific statement known as the thesis or conclusion that is debatable within the field in which you are studying. In other words, at the center of an argumentative essay is a statement with which your readers may disagree. Your essay will need to support that statement in a manner that convinces your readers of its truth.

To begin we will learn the difference between debatable and non-debatable statements.

Debatable statements	Statements with which other people <i>might</i> or <i>might not</i> agree. These are sometimes called "arguments," "claims," or "conclusions." eg. Solar energy is the best way of meeting California's energy needs in the 21st century
Non-debatable statements	Statements with which no-one would normally disagree or argue. These are called "facts." eg. Coal and oil are the main sources of energy in the United States in the 21st century

Appendix

1 List of Illustrations

Illustration 1 : Example of an anecdote.....	34
Illustration 2 : Examples of statistics.....	34
Illustration 3 : Funnel	35
Illustration 4 : Example of clustering.....	46
Illustration 5 : Example of outlining	47
Illustration 6 : Examples of rough draft.....	47
Illustration 7 : Example of revising I	48
Illustration 8 : Example of revising II.....	48
Illustration 9 : Types of plans for comparison essay.....	51
Illustration 10 : Example of a Venn diagram.....	51
Illustration 11 : Methods of organizing compare/contrast essays	52
Illustration 12 : Plan for cause/effect essays	55
Illustration 13 : Outline for causes essay.....	56
Illustration 14 : Outline for effects essay.....	56

2 List of Tables

Table 1 : Signal words for present perfect and present perfect progressive.....	10
Table 2 : Signal words for present perfect and simple past	11
Table 3 : Some coordinate conjunctions.....	12
Table 4 : Transition words	17
Table 5 : Common adverb clause connectors	20
Table 6 : Not as common adverb clause connectors	20
Table 7 : Some other transitions with different use.....	25
Table 8 : Connectors needed in parallel structures.....	26
Table 9 : Sentence variety	28
Table 10 : Essay writing steps	28
Table 11 : Parts of an essay.....	31
Table 12 : Types of essays.....	32
Table 13 : Example of opposing points	62
Table 14 : Conjunctive adverbs to use as transitions.....	65
Table 15 : How to punctuate transitions	65
Table 17 : Coordinate conjunctions and punctuation.....	66